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ABSTRACT

A project to develop, implement, and evaluate a vocational English as a second language program for limited English proficient (LEP) adults is described. The major concern of North Orange County Community College District, California, was to serve the vocational education needs, and vocational English need in particular, of the limited English speaking immigrants and refugees who have a variety of language, educational, and cultural backgrounds. Literature reviews on the following topics are included: remedial education, research, questionnaires in research, vocational English instruction for LEP, program design, curriculum, program implementation and evaluation, and faculty of English as a second language. Questionnaires on vocational language programs were administered to vocational instructors of LEP adults and program coordinators of language programs in five educational institutions for adults. The following program materials were developed: a master plan, the curriculum, general and daily lesson plans, and instructional materials. Evaluation was undertaken with a standardized English proficiency test for LEP adults. Additional evaluation criteria were acceptance into vocational programs or college or university programs, and attainment of certificates. Vocational English as a second language (VESL) curricular content was developed to correlate with competency-based criteria of current vocational training programs, specifically machine shop and business skills. Additional materials include analysis of program results, sample questionnaires, evaluation criteria, VESL program descriptions, instructional plans, daily lesson plan samples, a student referral, and about 135 references. (SW)

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DEVELOPMENT, IMPLEMENTATION AND EVALUATION OF A VOCATIONAL ENGLISH-AS-A-SECOND LANGUAGE PROGRAM FOR LIMITED ENGLISH PROFICIENT ADULTS

Cynthia P. Coad

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A MAJOR APPLIED RESEARCH PROJECT
PRESENTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR
THE DEGREE OF DOCTOR OF EDUCATION

NOVA UNIVERSITY

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Abstract of a Major Applied Research Project Presented to Nova University in Partial Fulfillment of the Requirements for the Degree of Doctor of Education.

DEVELOPMENT, IMPLEMENTATION AND EVALUATION OF A VOCATIONAL ENGLISH-AS-A-SECOND LANGUAGE PROGRAM FOR LIMITED ENGLISH PROFICIENT ADULTS

by

Cynthia P. Coad

June, 1982

The purpose of this study was to develop, implement and evaluate a Vocational English-as-a-Second Language program for limited English proficient adults, enrolled in a community college district, that met the needs of this specific population. The limited English speaking population of this study was an immigrant and refugee population with people from a variety of language backgrounds, cultural and ethnic heritages, prior work experience and educational background.

Projections of a recent task force estimated that the Hispanic and Indochinese populations of the area served by the district would continue to grow. Serving the vocational education needs, vocational English needs in particular, of this burgeoning population was a major concern of the administration of North Orange County Community College District, California.

Elements of the problems of these limited English

proficient population groups were identified as a need for instruction in language in general, and vocational training, both vocational language and vocational skills, in particular. Aspects of the vocational English program that met these needs provided for personal growth of the participants, especially with respect to the cultural aspects of the United States "world of work" and vocational training. A career ladder for the participants was designed to enlarge their range of skills and abilities, and to better their employment opportunities.

The methodology for the designing, implementation and evaluation of a Vocational English-as-a-Second Language program for a community college district started with a study of pertinent literature. Questionnaires were developed to obtain relevant information about vocational language programs for limited English proficient adults. One questionnaire was directed to the program coordinators of language programs in five adjacent educational institutions for adults concerning the overall vocational language programs, while the other questionnaire was directed to vocational instructors currently instructing limited English proficient adults. Based on the information gleaned from the procedures of this study, a vocational English program was designed and implemented complete with a master plan, curriculum, general and daily lesson plans, textbook selection and authoring of new instructional material. Evaluation techniques included selection of a standardized

English proficiency test for limited English proficient adults as well as a plan for administration. The evaluation methods designed, monitored effectiveness with regard to students' progress in vocational language proficiency, acceptance for enrollment in the vocational programs (designed for English proficient), acceptance for enrollment in higher education, earning vocational training competency-based achievements (i.e., certificates), and employment and upgrading.

The vocational linguistic model was established with emphasis on vocational criteria. The expanded plan was operational and functional, allowing for further vocational diversity as needs emerged. Vocational English-as-a-Second Language (VESL) curricular content was developed to correlate with competency-based criteria of vocational training programs that were currently on-going in the district, namely Machine Shop and Business Skills. The developed VESL program consisted of Pre-VESL prior to occupational training enrollment, Concurrent VESL for Machine Shop, Concurrent VESL for Business Skills and Industry VESL for employees.

The results of this study allowed the district to decide which method of instruction for the limited English proficient adult was an effective way to teach vocational English for enrollment in vocational training, and vocational English necessary for the job search. Since the instruction of the limited English proficient adult is a

relatively new field of education, newly published works and research should constantly be reviewed, however. The recommendation and consequent decision of North Orange County Community College District was to use the Vocational English-as-a-Second Language instructional approach. Due to the importance of this educational area, dissemination of the results of this study should definitely be facilitated beyond the district involved in the study.

Therefore, the linguistic model of North Orange County Community College District, entitled W.O.R.L.D., provided leadership for other community college districts in the area. Also, it is now possible to replicate this vocational language program with positive results in other institutions throughout the United States and in those nations in need of vocational second language programs to accompany occupational training in a language which is not the native language of the student. The refugee phenomenon is a world wide problem that calls for solutions. The area of education is not exempt from this call.

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Chapter 1

INTRODUCTION

An important goal of adult vocational programs in a community college district was that of providing a career ladder designed to enlarge the range of employable skills of the community it served (Zevin, 1977, p. 42). Undoubtedly, vocational language proficiency in the language of the majority was a readily identifiable factor contributing to the ability of adults to enroll in vocational programs, enroll in higher education and subsequently find employment.

Statement of the Problem

A Vocational English-as-a-Second Language approach as an instructional technique was examined in this research project. The complexity of the relatively new educational approach known as Vocational English-as-a-Second Language (VESL) was explained in the following quote:

> Like the traditional ESL class, vocational ESL develops listening, speaking, reading and writing skills. However, vocational ESL differs from ESL in that language objectives are always contextualized into job-finding and work-related situations; that is, content used to teach language skills is vocationally oriented. The emphasis is on specific language skills and the ordering of these skills is as dependent upon the students' immediate employment goal as on the ESL skills they have already developed. Hence, ESL techniques are crucial to a vocational ESL program, but the content of most ESL materials published for classroom use must be adapted (San Francisco Community College District, 1979, pp. 3,4).

The name Vocational English-as-a-Second Language

implies that the instructional technique is closely aligned to ESL. While this is true, it was pointed out that much of the bilingual approach has also been incorporated into the VESL approach. With this in mind, the administration and staff involved in program planning must be prepared to counter misconceptions concerning bilingual vocational education with current knowledge of its theory and practice. Common questions that are posed ask about the need for a new method of instruction given the success of European immigrants' assimilation with the dominant culture, if the size of the non-English speaking population justifies the added expense and whether the nature of bilingualism and multiculturalism speeds or slows the participants' assimilation into society (Development Associates, Inc., 1976, p. 7).

The degree of overlay and integration of the ESL and bilingual vocational approaches in VESL was explained:

> In some, the program is designed to be highly integrated, with vocational training reinforcing the language training, and the ESL class offerings preparation for the vocational class. In other models, the ESL class provides support for the vocational class, but often through English classes of a more general nature. In these programs, some coordination is achieved through the use of a bilingual aide, who attends the vocational class and provides explanations of unfamiliar vocational terms or practices, and helps the students interpret difficult vocational texts or lessons so that they can keep up with their vocational skills practice (Center for Applied Linguistics, 1979, p. 14).

It may be said, then, that the VESL approach was selected by the North Orange County Community College

District after implementation of the VESL program developed as a result of this study.

Background and Significance

The population in need of a vocational "career ladder," and the purpose for the Vocational English-as-a-Second Language program in North Orange County Community College District, was an immigrant and refugee population with people from a variety of language backgrounds and abilities, cultural and ethnic heritages, prior work experience and training, and educational background. This group was described by directors of the San Francisco Community College District program:

> Some are already bilingual (e.g., Maya/Spanish, Cantonese/Mandarin, Vietnamese/French). Some have been professionals in their own countries (doctors, nurses, teachers); others have never worked due to such factors as youth or family requirements. Some are university-educated; others have less than six years of formal education; some are illiterate in their own languages. Some are skilled technicians who need to learn English in order to take and pass licensing board requirements; others need to learn not only the target language but also a skill with which they can become employable. Some qualify for the variety of stipended programs currently available; others are already working but need to improve their English to move to occupations with a future. All come from cultural backgrounds that significantly differ from the one into which they have moved and thus suffer from a sense of anomie (culture shock) (San Francisco Community College District, 1979, p. 3).

There was an apparent disparity in the situation existing in the district prior to this study. On the one hand, there was accessibility to programs designed for the upgrading of skills and learning of competencies with which

to enter the job market offered by a community college district mandated to enroll most applicants, regardless of educational training or intellectual level. On the other hand, growing numbers of indigenous as well as newly immigrated adults, clamoring for a chance to go to school and thereby become self-supporting, productive members of the society in which they live, could not avail themselves of these programs due to a language barrier. The significant element in this equation was the fact that many of the individuals seeking their "rightful place in the sun" brought to the programs offered in English-speaking classrooms either limited or no English proficiency.

Furthermore, this limited English proficient (LEP) population in California was increasing. Several factors contributed to this. According to statistics, language and ethnic minorities have higher birth rates and younger average ages than do English-speaking Whites. Immigrants to California continue to come from non-English backgrounds. These include large numbers of Spanish-speaking immigrants and substantial numbers of Indochinese refugees. Though available data are acknowledged to be imprecise, the impact of limited English speakers in California is substantial and is growing (Rezabek, 1981, p. 11).

Available data permitted an examination of increases among ethnic groups in California over the late 1970's. The following two tables helped clarify that situation. Table 1 indicates that while the overall state population increas-

ed 10 percent between 1976 and 1980, the white population increased only .7 percent. In contrast, the Hispanic population grew 33.3 percent and the Asian population grew 41.1 percent. Whites previously comprised 71.5 percent of the population, but now they comprise only 65.5 percent. Hispanics and Asians increased their distribution proportionately, changing from 15.8 percent and 3.7 percent respectively in 1976 to 19.2 percent and 4.7 percent in 1980. The growth is among the Hispanics and Asians, both groups with large percentages of limited English proficient individuals.

Table 1
Ethnic Group Population

GROWTH IN STATEWIDE POPULATION BY SELECTED ETHNIC GROUPS, 1976–1980

Ethnic Group	*SIE*—1976*		*1980 Census*		*Percent Increase of Ethnic Group*
	Number	*% of Total*	*Number*	*% of Total*	
Total Population	21,522,000	100.0	23,668,562	100.0	10.0
White	15,393,000	71.5	15,505,348	65.5	.7
Hispanic	3,409,900	15.8	4,543,778	19.2	33.3
Asian	801,900	3.7	1,131,305	4.7	41.1

SOURCES: 1) 1976 SIE, adjusted by California Department of Finance to include persons institutionlized and on ships.
2) Calculations based on data released by California Department of Finance, State Census Data Center.

* Survey of Income and Education

Source: Dale J. Rezabek, Horizon. Sacramento: California Advisory Council on Vocational Education, 1981, p. 16.

This author added:

A large percentage of all immigrants settle in California, both directly and through secondary migration. In 1977, of 462,315 immigrants admitted,

> 98,937 or 21.4 percent listed their intended state of residence as California (Immigration and Naturalization Service 1977 Annual Report). In January 1979, of 5,058,400 documented immigrants residing in the U.S., 1,316,909 or 26 percent lived in California (INS Alien Address Report, January 1979). Thus, over one-fourth of all immigrants to the U.S. settle in California (Rezabek, 1981, p. 20).

Probably most significant are population figures for each of the primary minority groups which look to the geographical area in which North Orange County Community College District is located for adult, work-related education that would be coupled with VESL.

1. The Hispanics. Hispanic is defined as persons of Spanish origin or heritage, regardless of race (California Employment Development Department, 1981, p. 68). The Orange County census figures show an increase of Hispanics in Orange County by 79 percent in the last ten years to a total of 286,000 (California Employment Development Department, 1981, p. 5).

2. The Indochinese. Consisting primarily of South East Asians, including those referred to by the popular press as "boat people," the Indochinese group as a whole may be defined as refugees from a general geographic designation (Center for Applied Linguistics, 1981, p. 2).

> Although the refugees are generally referred to as Southeast Asians or Indochinese, they prefer to be called Southeast Asians because it does not imply affiliation with any particular ethnic group. Both of these general geographic designations lump the refugees into one group but, in fact, they represent at least six ethnic groups: Vietnamese, Cambodian, Lao, ethnic-Chinese from Chinese communities in Vietnam, Cambodia and Laos, and Hmong and Mien, tribal peoples from the mountains of northern Laos, all possessing

distinct histories, cultures, languages and ethnic identities (Harter, 1980, p. 1).

It is estimated that California has an Indochinese population of 180,000 (American Public Welfare Association, 1981, p. 1). According to the California Employment Development Department, accurate estimates of the refugee population in Orange County are difficult to obtain. They estimate a population of 51,000 in Orange County as of December 1980 (California Employment Development Department, 1981, p. 5). The Orange County Manpower Commission ESL Task Force figures for September 1980, indicate that there are 1,000 additional Indochinese arriving in Orange County each month and that 80 percent speak no English (Orange County Manpower Commission, 1980, p. 3).

Table 2

Change in Population

PROPORTIONATE CHANGE IN POPULATION SIZE BY GEOGRAPHICAL AREA AND SELECTED ETHNIC GROUP

	Santa Clara		*Orange*		*San Diego*	
Ethnic Group	*1975*	*1980*	*1976*	*1980*	*1975*	*1980*
% Hispanic	11.6	17.5	6.5	14.8	7.4	14.8
% Asian/Filipino	3.5	7.2	1.5	4.1	2.1	4.4
% White	76.8	68.9	79.5	78.1	80.7	73.1

SOURCES: 1) "Special Census" data provided by county planning offices in Orange, Santa Clara, and San Diego Counties.
2) Calculations based on data released by California Department of Finance, State Census Data Center.

Source: Dale J. Rezabek, Horizon. Sacramento: California Advisory Council on Vocational Education, 1981, p. 16.

Table 2 depicts the growth in population of groups which will probably experience language difficulties. These population figures are for three counties located in California. Orange County is the county in which North Orange County Community College District is located.

At the national level where Hispanic and other ethnic backgrounds are listed, 56 percent of all Spanish origin people classified themselves as White, while 40 percent classified themselves as Other, and 2.7 percent identified themselves as Asian (Rezabek, 1981, p. 16). Currently, the Reagan administration, like the Carter administration preceding it, is searching for some workable limits, some rationale to control a flood of immigrants that would add 65 million to the population in the next half-century, if present trends continue (Barbour, 1981, p. A 14).

The VESL program emerged, then as responsive to the language needs of the LEP groups as well as to their economic needs. These needs were also described in the text of the Comprehensive Employment and Training Act of Congress of 1973:

> One of the most acute problems in the United States is that which involves millions of citizens, both children and adults, whose efforts to profit from vocational education are severely restricted by their limited English-speaking ability because they came from environments where the dominant language is other than English; that such persons are therefore unable to help fill the critical need for more and better educated personnel in vital

> occupational categories; and that such persons are unable to make their maximum contribution to the nation's economy and must, in fact, suffer the hardships of unemployment or underemployment (United States Congress, 1973).

Both Title VI of the Civil Rights Act of 1964 and Title IX of the Education Amendments of 1972 state that

> ...no person in the United States shall, on the grounds of sex, race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subject to discrimination under any program or activity receiving Federal financial assistance (United States Congress, 1964; United States Congress, 1972).

Clearly, these limited English proficient groups and their needs were major forces within the North Orange County Community College District.

Statement of Purpose

The purpose of this research was to develop, implement and evaluate a model vocational English program for North Orange County Community College District. A vocational English program of this sort would result in more effective vocational training for the LEP students. It was hoped that a model vocational English program would eliminate anything indicative of inequitable and discriminatory practices based upon linguistic differences in vocational education programs. It was also envisioned as assisting in altering courses and instruction currently offered by the district by addressing the benefits and disadvantages of educational techniques where LEP individuals were involved.

Research Questions

Since the purpose of this study was to develop, implement and evaluate a model VESL program for a community college district, it became necessary to find answers to the following research questions:

1. Was there a preferred method of teaching the job-specific English needed by adults whose native language is other than English to assist these individuals in (1) enrollment in vocational programs designed for English proficient; (2) enrollment in higher education; and (3) employment and upgrading?

2. If such a preferred method were found, what areas of vocational training were best suited to achieve these goals?

3. What vocational English curriculum was available or needed to be developed in the selected vocational areas?

4. What method of evaluation would assure the maintaining of high standards and successful results for the students?

Definition of Terms

Most terms in this report are self-explanatory or received an explanation at the time of their use. However, some of the recurring words have specific meanings which are defined here.

Bilingual Bicultural Education - A learning process

which utilizes the student's native language and cultural factors in instruction, maintaining and further developing all the necessary skills in the student's native language and culture while introducing, maintaining and developing all the necessary skills in the second language and culture may be considered Bilingual Bicultural Education (Friesma, 1978, p. 8).

Bilingual Vocational Training - This provides underemployed or unemployed limited English speakers with job skills using both the languages of the learners and English. The learner's languages, used in the training to facilitate greater effectiveness in learning job skills, are gradually phased out as more and more English language skills are acquired (Development Associates, Inc., 1978, p. iii). This type of instruction uses the primary language to facilitate the acquisition of the target language . It also uses the first language, and then the target language, to teach other than language skills; it relies less on the first language as second language proficiency increases. In instances where the teacher is not bilingual, a bilingual teacher's aide/interpreter may be utilized (San Francisco Community College District, 1979, p. 5).

Concurrent VESL - Students who receive Prevocational ESL and/or Occupation-Specific VESL instruction while they are simultaneously receiving vocational skill instruction are said to receive Concurrent VESL (Hemphill, 1981, p. 6).

Culture - The dominant behavioral patterns that are typical for a group or class, as determined by such factors as beliefs, traditions, and language comprise an individual's culture (California Department of Education, 1974, p. 5).

Disadvantaged - This is an individual who is considered to be a hardcore unemployed person (California Employment Development Department, 1975, p. 76).

English-as-a-Second Language (ESL) - This is a linguistic technique designed to teach English language skills to students of limited English ability. It is usually taught for a specified number of hours each week. English is presented to limited English speaking students in much the same way as a foreign language is taught to English speaking students. The objective of this type of instruction is to make non-English speakers competent in English and, by this means to enable them to better function in American society (Salazar, 1976, p. 14). It is a program of structured language acquisition designed to teach English to students whose native language is not English. It is always a component of the bilingual program, but by itself does not constitute a bilingual program (Friesma, 1978, p. 8).

English Proficiency - This is an evaluated level of ability to speak, read and write English (Jolly, 1974, p. 25).

English Proficiency Test - This test is a diag-

nostic tool administered to determine the level of English proficiency (Jolly, 1974, p. 15).

Entry Level - The term describes a beginning job that requires little or no experience, but may require a minimum amount of training or education for the specific position (California Employment Development Department, 1981, p. S-44).

Labor Force - For Orange County, "labor force" is defined as civilian residents, aged 16 years and over, who are either employed or unemployed, but physically and mentally able to work (California Employment Development Department, 1981, p. S-44).

Limited English Proficient (LEP) - Individuals lacking a proficiency in English are described by this phrase (Kremer, 1981, p. 7). The group is also known as Limited English Speaking (LES) (United States Congress, 1973). The term may be further defined as individuals who were not born in the United States or whose native tongue is other than English and individuals who come from environments where a language other than English is dominant, and by reasons thereof, have difficulties speaking and understanding instruction in the English language (Adams, 1979, p. 3,4).

Minority - The California Employment Development Department uses this term to describe the following:

(1) Hispanics,

(2) Blacks, Not Hispanic, who are persons having

origins in any of the black racial groups of Africa, except those classified as Hispanic,

(3) Other (races), Not Hispanic, who are persons not belonging to the White, Black, or Hispanic categories. This category includes Native Americans, Japanese, Pacific Islanders, Chinese, Filipino, Hawaiian, Korean, Southeast Asian, and Asian Indian (California Employment Development Department, 1981, p. 68).

NELB - Individuals with Non-English Language Backgrounds may be designated with this term (Rezabek, 1981, p. 11).

Occupation-Specific VESL - This term describes an instructional technique used to teach students who already possess job skills in the specific occupation they practiced in their native country, but are in need of vocational terminology in the language of their trade to make them employable in this country (Hemphill, 1981, p. 6).

Population of Study - Adults enrolled in the North Orange County Community College District, Fullerton, CA, who were limited English proficient at the time of the study are to be considered the population of the study.

Pre-VESL - Students who receive vocational language instruction but do not receive concurrent vocational skill instruction are said to be taught pre-VESL (Hemphill, 1981, p. 6).

Questionnaire - A technique by which an investi-

gator formulates questions to obtain information about an investigative problem may be defined as a questionnaire (de Venanzi, 1977, p. 35).

Refugee - This term describes a person who is outside his/her country of nationality (or habitual residence) who is unable or unwilling to return to that country because of persecution or a well-founded fear of persecution on account of race, religion, nationality, membership in a particular social group, or political opinion. In some instances, persons within their own countries may be considered refugees (American Public Welfare Association, January 1981, p. 1).

Unemployed - The number of persons who do not work, who make specific efforts to find a job, and who are available for work (except for temporary illness) may be considered unemployed (California Employment Development Department, 1981, p. 70).

Unemployment Rate - The unemployment rate is the number of unemployed divided by the civilian labor force and expressed as a percentage (California Employment Development Department, 1981, p. 70).

Vocational English-as-a-Second Language (VESL) - This type of instruction provides English language instruction and, like a traditional ESL class, develops listening, speaking, reading and writing skills. However, vocational ESL differs from ESL in that language objectives are contextualized into work-related situations and the content

used to teach language skills is vocationally oriented. The goal of this type of program is to achieve language and content goals concurrently, thus reducing time required for Limited English Speaking Ability students to overcome unemployment and underemployment (San Francisco Community College District, 1979, p. 5). VESL, therefore, is the instruction of English, with emphasis on job specific vocabulary and comprehension (Crandall, July 1979, p. 1). Alternate terms for VESL include: Vocational English, English for Specific Purposes (ESP), English for Science and Technology (EST), Manpower ESL, English for Occupational Purposes (EOP) and Languages for Special Purposes (LSP) (Kremer, January 1980, p. 4).

Worksite VESL - This is a variant of VESL designed for individuals who are already employed, probably in entry level jobs, but in order to improve performance or be promoted need improved communication skills. Language instruction focuses on occupation-specific terminology (Hemphill, 1981, p. 6).

Note: For purposes of contextual clarity, the terms "Hispanic" and "Indochinese" are defined in the body of the text.

Assumptions

The assumptions of this study concerned particular areas relating to materials used, implementation of a preferred method of instruction, and program outcome.

1. Because of the vocational training areas'

prerequisites, the enrollment level of proficiency in areas relative to specific vocational areas and language skills would be adequate to allow successful completion of training.

2. The VESL instructional material available, and that developed, to teach the limited English proficient student would be adequate for their vocational training, transfer to higher education, and subsequent employment.

3. The students who received concurrent vocational training and VESL instruction would earn a certificate of completion at the end of the vocational training.

Limitations

The limitations of the study concerned the populations involved and the evaluation technique.

1. Prerequisites for the vocational program were designed to generate a fairly homogenous student population in educational terms. However, prior education and/or work experience, educational background and intellectual characteristics were intangibles that were not studied in this analysis.

2. The area of Vocational English-as-a-Second Language instruction was relatively new and was still evolving. Therefore, there were no standardized guidelines to guide in the development and expansion of VESL curriculum.

3. Implementation of the preferred VESL method

of instruction developed and implemented because of this project was largely dependent upon interaction with the vocational instructors involved whose expertise was not in the area of language acquisition. Therefore, preferred VESL methods could have conceivably been adversely affected.

Chapter 2

REVIEW OF RELATED LITERATURE

The investigation of research for this study was in the form of a literature review conducted in part by a search through computer retrieval (ERIC), current thesis work, books, professional journals, government publications, symposiums, newspapers and interviews -- all pertaining to the areas of remedial education for the disadvantaged population; vocational English language instructional approaches; and VESL program design, implementation and evaluation, especially as related to community colleges.

The order of the presentation of the literature review followed the suggestions of Martin, that is, the research information was presented in a funnel or inverted pyramid style -- progressing from the general subject matter to the more specific (Martin, 1980, p. 50).

Regarding the population in need of vocational English we find two main minority groups, the Hispanics and the Indochinese. The Orange County Manpower Commission ESL Task Force estimated the Hispanic population in Orange County at about 145,000 (Orange County Manpower Commission, 1980, p. 3).

Due to such a continuing influx of Indochinese refugees into Orange County, it was difficult to find accurate statistics. National Geographic stated that in all the

United States, only Los Angeles County had more Asian refugees (Morgan, 1981, p. 761).

Vocational education was the direction many refugees sought.

> ...in a land far removed from their own, not only geographically but culturally and linguistically as well, these new arrivals enroll in English-language courses, public schools and vocational-training programs in the communities where they have come to live (Harter, September 1980, p. 1).

A public hearing by the California Assembly Labor and Education Committee brought out that priority funding for immigrants would go to local government, employment and ESL (Geyer, November 1981, p. A5). One speaker during this hearing stated that vocational education holds such a priority among the Indochinese immigrants that "those not motivated to work will stay on welfare until they get vocational training" (Geyer, November 1981, p. A5).

A recent study seemed to bear out this feeling that vocational training was the answer to securing employment. Theodore Barry and Associates predicted that the job market trend was away from jobs that don't require experience to employment based on technical education (La Opinion, January 3, 1982, p. 5).

The California Employment Development Department graphically depicted the scope of the unemployment problems among minority groups in Orange County. It shows the unemployment of minority groups at 14.2 percent. The graph includes both sexes.

Table 3

Labor Force Status

Labor Force Status

	BLACK	OTHER RACES	SPANISH AMERICAN	MINORITY GROUP**
TOTAL POPULATION 16 & OVER	0.6	1.7	9.7	12.0
TOTAL LABOR FORCE 16 & OVER	0.7	1.7	9.8	12.3
IN ARMED FORCES	5.1	2.1	6.8	14.1
IN LABOR FORCE	0.6	1.7	9.9	12.2
EMPLOYED	0.6	1.7	9.8	12.1
DISABLED OR HANDICAPPED	0.6	1.4	10.0	12.0
UNEMPLOYED	0.9	1.7	11.7	14.2
NOT IN LABOR FORCE	0.5	1.6	9.4	11.5
INMATE	2.4	1.1	4.9	8.4
ENROLLED IN SCHOOL	0.7	1.9	11.2	13.8
OTHER	0.4	1.5	9.1	11.1

**Sum of black, other races and Spanish American.

Source: California Employment Development Department, Affirmative Action Data, May 1980, p. 61.

The reputation of California Community Colleges has led many refugees to seek enrollment. "Standing alone, California's community college system is one of the largest systems of higher education to be found anywhere in the world today (Anaheim Bulletin, April 28, 1981, p. A9)."

Literature Relating to Remedial Education

The area of studies in remedial education has been a long standing area of investigation, however, remedial education as covered by Vocational English-as-a-Second Language is a relatively new field, and, as a result, there is a corresponding small amount of research in this area.

Various researchers have looked to reliable and

valid studies to find guidelines for making decisions as to the effectiveness of teaching methods. Accordingly, the review of literature for this study was put into focus by Clarke and Ammons. Calling for the exploration of new avenues to satisfy the needs of our country's disadvantaged populations, the authors reported:

> No matter how successful or unsuccessful programs for the disadvantaged students are, and despite negative criticisms of traditional faculty members, administration, conservative taxpayers, elitist philosophers and even militant youth, community colleges must accomodate ever increasing numbers of low achieving students. As a result of criticism and opposition to special remedial programs for the disadvantaged, the community colleges are seeking new avenues for training this group of students (Clarke, Ammons, 1970, p. 40).

Remedial education needs experienced by students in North Orange County Community College District were highlighted in a district publication when it pointed out that the Electronics Technician Program "serves basically two groups of students: native-born Americans who have limited job skills and almost no math background and Southeast Asians who generally have math and technical backgrounds but experience difficulty either with survival English or the kind of English that is needed on the job" (North Orange County Community College District, 1981, p. 7).

Officials speaking for the University of California system said that "many Asians - recent immigrants or children of immigrant parents - have serious difficulty speaking, writing and understanding English. That problem, in turn, may lead to social isolation on the campus and, later, to

barriers to employment in industry or business" (Hager, 1981, p. 3).

Speaking further about postsecondary education in California, Hispanics and Asians concentrate in adult basic and secondary education. In 1979-80, 52.9 percent of all enrollees in federally-supported Adult Basic Education programs were Hispanic and 24.7 percent were Asian. This in spite of the fact that their percentage of the overall State population is 19.2 percent Hispanic and 4.7 percent Asian (Rezabek, 1981, p. 29).

Literature Relating to Research

Research concerning effective teaching methods was needed according to several sources. Turner, writing for UNESCO, voiced the opinion that "research, even piecemeal, into communicative needs of learners in particular situations can be incorporated into systematic overall analysis of specialized language" (Turner, 1980, p. 3).

Another author reminded the readers that research is helping us look at teaching (Lewis, 1966, p. 10). A language expert stated:

> Since there is practically no research on the language demands of various jobs, even for native speakers, the need for research on developing and implementing good VESL courses is enormous...What is the best way to integrate vocational training and ESL? How can we measure "success?" (Crandall, 1979, p. 19).

The same author continued by summarizing that research was minimal and the needs were great. "As English becomes increasingly specialized, research will be needed to

identify those special needs and to determine which are most important" (Crandall, 1979, p. 20). It seemed imperative to design and implement a vocational English program for North Orange County Community College District. In the same vein, Gross commented:

> Priorities have changed, and the type of institution we are using no longer fills the bill. Perhaps the type of education we are offering is no longer relevant" (Gross, 1974, p. 259).

Literature Relating to Questionnaires in Research

One of the fundamental aspects of any investigation is having a technique that permits obtaining the information needed for the study. A questionnaire may be defined as a technique by which an investigator formulates questions to obtain information about an investigative problem. In the selection of the questions, the investigator must keep in mind the relevance of the questions to the study and that the answers will constitute a contribution toward solving the problem being studied (de Venanzi, 1977, p. 35).

Using questionnaires to plan VESL programs had been an integral part of the Limited English Speaking Program in Kentucky. Adams wrote that a short questionnaire was used as part of a survey to determine special needs of the limited English speaking population (Adams, 1978, p. 31).

Locally, a program in Sunnyvale, California, questioned industry to ascertain the feasibility of on-site VESL classes. As a result:

During the course of the year, over 70 companies

were contacted. Thirty-eight of these companies expressed an interest in establishing a VESL program, and to date, ten companies have actually implemented VESL programs" (Wilde, 1982, p. 1).

Englehart emphasized that the "recipient of a questionnaire is most likely to respond to requests for simple factual information, either in his possession or easily accessible to him" (Englehart, 1972, p. 98). Indeed, a report on the results of a survey on curriculum needs in EST/ESP was based on a questionnaire asking only three questions. The results, however, pointed to a lack of clear-cut consensus (Nunley, 1979, p. 2).

A questionnaire was the major method of needs analysis used in a study of a need for Industry VESL for a smelting plant in Canada. As a result of "dangerous situational inefficiency and the stagnation of good human resources" found to exist at the worksite, VESL was instituted (Dooley, 1981, p. 4).

Literature Relating to Vocational English Instruction for LEP

Next addressed was the question of whether the desired vocational skills could be taught without achieving complete competency in English since the individuals in this study had limited English proficiency.

It must be pointed out that there are some differences between bilingual vocational English program, ESL programs and VESL programs. Briefly, bilingual vocational training requires that the vocational training concepts be

taught initially in the dominant language of the learner and that all language instruction be job specific. ESL teaches language acquisition, usually presenting general or survival English and does not include vocational terminology. Therefore, although ESL is always a component of a bilingual program, by itself it does not constitute a bilingual program. VESL is an instructional technique to teach English, but always in a vocational context. In addition, a bilingual approach could be used in a VESL program to facilitate or expedite vocational training and language acquisition.

The United States Commissioner of Education and the Department of Labor addressed these concerns. Included in a status report on bilingual vocational training were these words:

> The level of achievement in learning basic subjects is not necessarily affected by the process of learning through a second language which is being taught simultaneously. It appears that other factors such as minority group status, motivation to learn a second language, attitude toward speakers of that language, and self-concept and self-esteem are more important predicators of success in learning basic subject matter through a second language (United States Department of Labor, 1981, p. 55).

Indeed, the mention of these "predicators of success," however briefly, suggested a framework suitable for designing a better method of teaching vocational skills and remedial English to minority groups.

A Guide to Decision Making for Bilingual Vocational Material Development dealt with the language factor, but began by pointing out that "Bilingual vocational training

is a relatively new field of endeavor. Consequently, there are few appropriate instructional materials available" (Development Associates, Inc., 1978, p. iv).

There seemed to be some question as to the value of the bilingual approach for language instruction when Epstein said that "The fact is, there has never been any reliable evidence that bilingual education has made much difference for Spanish-speaking or other language-minority students" (Epstein, 1977, p. v). On the other hand, bilingualism seemed to be an asset, since some experts said "that a shortage of bilingual professionals is hurting United States trade, diplomacy and defense" (Seegal, 1981, p. 11).

There were other English language instructional approaches besides bilingual vocational that were discussed. It was suggested that increasingly replacing the central cluster of academic courses there is currently a collection of satellite programs offering skill oriented courses such as English for bilinguals and for remedial students (Schrag, 1982, p. A-8).

Galvan, an ESL authority, supported the value of ESL programs by stressing that the ESL instructional technique was a tool, not an end in itself, and that it was the good ESL instructional strategy that worked. The author cited such practices as the language center concept, small group learning and the use of multiple materials (Galvan, 1980, p. 12).

While acknowledging the value of general ESL, Adams

commented that an ESL program might not be sufficient as the only program operated by a district to respond to the vocational needs of all the types of LES students seeking vocational training (Adams, 1978, p. 282).

Indeed, especially pertinent to North Orange County Community College District, the Orange County Manpower Commission ESL Task Force stated:

> It has been confirmed by program enrollment data and public testimony that not only has the need for job related ESL reached staggering proportions for the Hispanic monolingual and Limited English Speaking persons, but the problem has also been severly compounded by the influx of the Indochinese refugees into this country (Orange County Manpower Commission, 1981, p. 1).

This Task Force continued by saying that programs are not now structured to accept the monolingual or extremely limited English speaking clients. They recommended that the educational systems in Orange County reduce the number of traditional ESL classes and include a number of ESL classes which are related to vocational and job preparation needs of LES/NES clients.

VESL was referred to by many language experts as the ideal of targeting ESL instruction to more precisely meet employment related language needs. Elaborating on that definition, the San Francisco Community College District directors defined VESL:

> Like the traditional ESL class, vocational ESL develops listening, speaking, reading and writing skills...The emphasis is on specific language skills and the ordering of these skills is as dependent upon the students' immediate employment goal as on the ESL skills they have already developed. Hence, ESL

> techniques are crucial to a vocational ESL program, but the content of most ESL materials published for classroom use must be adapted (San Francisco Community College District, 1979, p. 3).

Many times, VESL, similar to bilingual vocational training, may make use of the adult's first language in defining different vocabulary or introducing cultural patterns such as attitudes or non-verbal communication. The important factor is that the VESL component achieves the needed practice by using the tools of the trade, connecting practice with the realities being learned in the skill training. The issue is one of relevance, making the language component serve the vocational goal.

A noted authority in VESL explained:

> Vocational ESL is a rapidly growing field, occasioned by the increasing recognition that adults acquiring a second language do so largely for instrumental reasons and that adult learning in general is most effective when it is learner-centered and relevant to the adult's other economic and social needs (Crandall, 1979, p. 1).

The President's Commission on Foreign Language and International Studies released a report entitled "Strength Through Wisdom" that served to increase awareness of the value of additional languages other than English and the desire to maintain the native tongue.

> The United States is blessed with a largely untapped resource of talent in the form of racial and ethnic minorities who, by being brought into the mainstream of educational and employment opportunities in the areas of foreign language and international studies, can be expected to make rapid, new and valuable contributions to America's capacity to deal persuasively and effectively with the world outside its borders. The Commission underscores its expectation that the importance of this asset will be taken

> into account in the implementation of all recommendations pertinent to this aspect of underutilized talent (Howder, 1980, p. 2).

The strictly bilingual vocational English approach, although studied, was not a possibility in the North Orange County Community District since the limited English speakers who enrolled had a diversity of first languages. The ideas of targeting the English instruction to the vocational areas, thus leading to competency in those areas, were the main goals. ESL, although possibly used for the students' initial study of English, would not be sufficiently vocation-specific. However, since it is a rare second language learner who begins to learn another language without a specific goal, it was believed that the combined study of vocational terminology and the English language, such as offered in the VESL approach, would expedite language acquisition and vocational training (Verts, 1980, p. 4). In fact, the idea of targeting English language instruction to more precisely meet employment related language needs was rapidly gaining currency nationwide (Kremer, 1980, p. 4).

VESL, therefore, was the approach selected for the remedial vocational English program for North Orange County Community College District. VESL was taught concurrently with the Business Skills and Machine Shop vocational training programs, a common practice with VESL components. Usually the students enrolled were at the high intermediate or low advanced levels of English proficiency. These levels

were the most common levels for such training programs according to Ilyin, an author of English proficiency tests (Ilyin, 1976, p. M5).

Since there was need for industrial or worksite VESL in the geographical area of the district, background information was drawn from an on-going program at a smelting plant.

> In determining if ESL training was really necessary, the following questions were asked with regard to Alcan's workers with limited English skills: Is safety jeopardized because of misunderstandings? Does the worker have difficulty coping with change and innovation? Does the worker exhibit tension and is there friction with co-workers? Is the worker not moving upward in the company as fast as equally competent native speakers? Do the worker's limited English language skills keep him from maximum union participation? Is the management potential of the worker lessened due to lack of English skill development? An affirmative answer based on language factors may indicate language training is necessary (Dooley, 1981, p. 4).

Further guidance on the subject of Industry VESL came from a book on the matter entitled A Partnership with Industry. It offered advice from the planning stage through to implementation and evaluation (Wilde, 1982). It was evident that Industry VESL should be an integral part of the district's VESL program.

The North Orange County Community College District's VESL program, therefore, reached low English proficient adults through its pre-VESL, offered concurrent VESL for those able to enroll in job skill training, and covered language instruction for employed limited English proficient persons.

Literature Relating to Program Design

Even though VESL is a relatively new instructional approach, a number of different program models have evolved to meet the different skills, English proficiency and vocational goals of the adult limited English proficient student. An invaluable aid was a figure depicting a program planning system provided by Louria. Figure 1 follows a program from preplanning through evaluation.

It was noted that VESL programs varied in length and competency criteria. For example, the Filipino-American Employment and Training Center had 12-16 week programs that taught concurrent VESL-Clerical Skills while Victor City Independent School District VESL programs were of 31 week duration (Hewitt, 1980). Still another approach used in VESL programs was that reported on by Armstrong, "There is no pressure to complete the program in a specific time because it is open-ended" (Armstrong, 1976, p. 2).

Indeed, the time spent in VESL classes can vary considerably...

> ...depending on the entry level of the students, the level of accuracy or fluency the adults have set for themselves, the degree of proficiency that the vocational training program or job requires, the quality of the program's materials and instruction, and the adults' language-learning ability (Center for Applied Linguistics, 1979, p. 13).

Rather than using length of study as an index of proficiency, it was found that

> ...with VESL and Pre-VESL, entry testing is used not only to screen applicants but also to place students in the appropriate classes, levels, and training

THE PROGRAM PLANNING SYSTEM

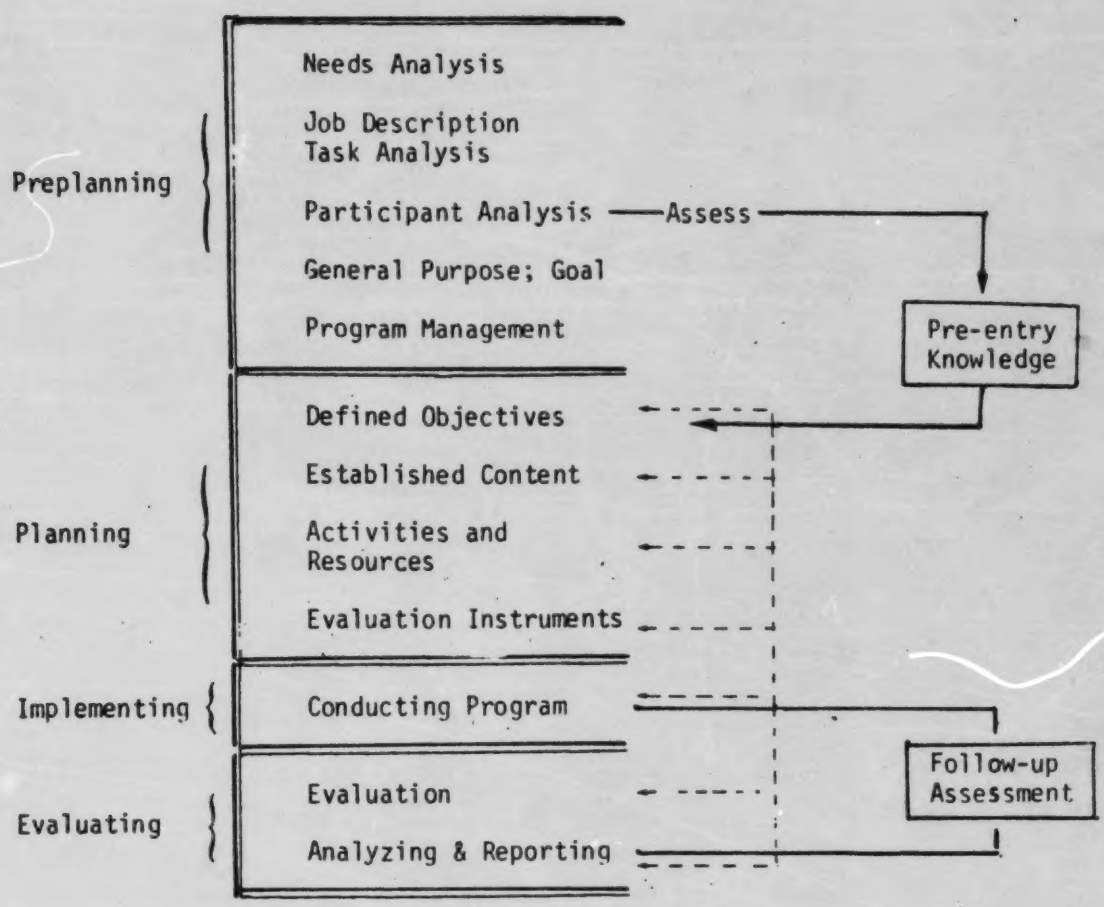

Figure 1

The Program Planning System

Source: Eva S. Louria, M.Ed., O.T.R. Program Planning and Instructional Media. Rockville: American Occupational Therapy Association, 1977, p. 4.

> programs. Students are also evaluated periodically throughout the course of the program to determine growth in specific skills...The only major goal that is easy to evaluate immediately on a pass/fail basis is that of getting a job (San Francisco Community College District, 1979, p. 11).

A different approach towards "successful completion" was used in a New York program. In that program every student who

> ...finishes a Basic Occupational Language Training course and fulfills his responsibilities in class and work assigned outside of the classroom is awarded a BOLT diploma at a graduation ceremony at the end of the course. Post testing grades are not determining factors in the granting of diplomas (Puerto Rican Forum, 1969, p. 35).

Sixty three VESL programs were described in the California VESL Directory. Although student evaluation techniques of each program were not generally included, it did appear that a large number of programs were designed to transfer students to vocational training programs and/or referrals to other agencies. A small number gave college credit for their courses. It appeared that many used job placement as their indicator of student success (Hemphill, 1981).

Criteria-based certificates were utilized in a college level, credit bearing program where the vocational area concurrent with VESL was Human Services (Maine University, 1978, p. 8). Another VESL program designed for bilingual office careers for Hispanics, also awarded criteria-based certificates to those who earned them (Findley, 1978, p. 3).

Selection of areas of job training was crucial as explained in the following:

> While consideration has to be given to such factors which make selected occupations generally desirable, it is also essential to analyze the occupation's suitability to the specific language group. A number of factors are relevant to this analysis. One is the extent to which English fluency is an entry requirement of the occupation. Obviously, positions with high requirements in this area may never be suitable for most limited English speakers who complete a bilingual vocational training program (Development Associates, Inc., 1978, p. 19).

The design of the program was also influenced by the availability of appropriate jobs for the English proficiency attainable by the student by the end of the VESL studies. Job placement was a major consideration. The employment needs of the community must be uppermost in the design and focus of VESL programs (National Clearinghouse for Bilingual Education, 1981, p. 1).

The following four quotes from Davis, an authority on learning system design, seemed to offer appropriate guidelines in the matter of program criteria standards.

> Prerequisite entry skills are the objectives a student should have achieved before beginning a unit of instruction...Continuous evaluation refers to procedures for collecting information about a learning system while it is in progress...A student is more likely to learn something new if he has all the prerequisites...The student is more likely to learn if he takes an active part in practice geared to reach an instructional objective (Davis, 1974, pp. 94, 99, 201, 205).

Davis also provided a figure to show interrelations among the phases in the learning system design process. Refer to Figure 2 on the following page.

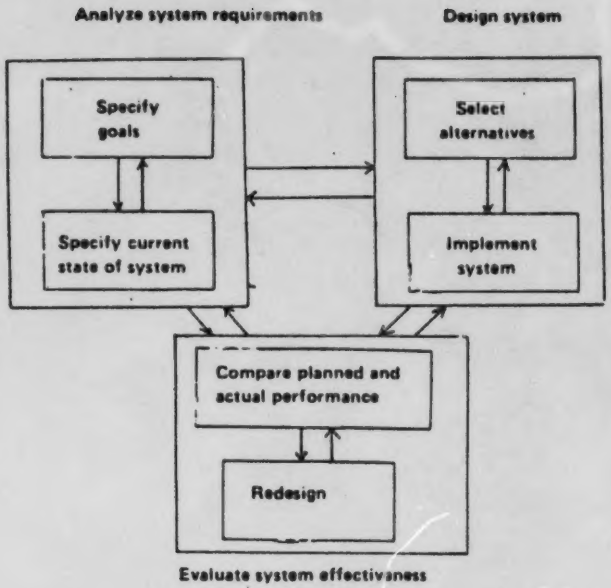

Figure 2

The Interrelations Among the Phases in Learning System Design Process

Source: Robert Davis, Laurence T. Alexander and Stephen L. Yelon, Learning System Design. New York: McGraw Hill Book Company, 1974, p. 314.

The same book provided information regarding relationships among learning system design procedures in the form of Table 4. The table stresses the interrelationship that must exist between the design procedure, the information required for practice and the place where the information is used. Note that after evaluation, it is recommended that the program identify instructional problems for redesign.

Table 4

Information Relationships Among Learning System Design Procedures

Design Procedure	Information Required for Practice	Where Information Is Used
1. Describe current status of system.	What resources do I need? What resources do I have to work with? What limitations and constraints must I consider? (Examples: time; student entry skills; administrative rules; space)	Deriving and writing objectives. Designing instructional procedures. Formulating and implementing evaluation plan.
2. Derive and write learning objectives.	Goals. Referent situation analysis. Subject matter areas. Resources and limitations.	Formulate evaluation plans. Describe and analyze tasks. Instructional procedures. Feedback to referent situation and learning system description.
3. Formulate evaluation plans.	Objectives. Resources and limitations.	Implement evaluation plan, e.g. assessment of student achievement. Redesign of learning system. Feedback to objectives.
4. Describe and analyze tasks.	Objectives. Referent situation analysis.	Design and implement instructional procedures. Feedback to objectives and evaluation.
5. Design and implement instructional procedures.	Learning principles. Task description and analysis.	Implement evaluation plan (i.e., analysis of what was planned, what was done, what resulted).
6. Implement evaluation plan.	Evaluation plan. Instructional procedures design plan.	Assess student achievement. Identify instructional problems for redesign.
7. Redesign.	Evaluation data. Learning principles. Instructional procedures design plan. Learning system description.	Redesigned system.

In addition to the choice of the vocational areas of study, emphasis should be placed on divisions of study within these vocational training areas as explained below:

Use of the Vocational ESL Master Plan. Within each of the three curriculum units outlined, there are four major divisions: general objectives, language objectives, cultural awareness, contextual areas.

The general objectives provide an overview of the unit in terms of the long-term goal to be achieved, the cultural learning to take place, and the level of language sophistication to be attained.

The language objectives are divided into four major areas: listening, oral production, reading and writing.

> The vocational ESL programs in the community college district utilize the ESL Master Plan in determining the ordering of structures to be taught; therefore, this Master Plan does not detail structures within these three areas. To determine these, one should refer to specific levels in the District ESL Master Plan...
>
> The cultural awareness objectives are divided into two areas: body language and cultural values, attitudes and behaviors. The cultural awareness objectives are not behavioral objectives as such, but are cognitive objectives. They are necessary if the student is to be able to perform the behavioral objectives outlined in the contextual areas and to use the language skills identified in the first section. Students must be able to understand why certain behaviors are expected of them before they can perform them.
>
> The contextual areas are divided into specific performance objectives necessary to achieve the long-term goal. Although the ordering of specific objectives is not dictated by the outline (the achievement of one objective is not necessarily contingent on another), the teacher, in developing his course outline, will find units around common performance objectives more useful than around language objectives. To develop classroom materials to achieve these performance and cognitive objectives, the teacher will need to align language objectives, contextual objectives, and the appropriate cultural awareness sections (San Francisco Community College District, 1979, pp. 10, 11).

The strategy outlined in the following diagram provides direction for program development in general, while including industry connections as well. See Figure 3. The demand for an industry VESL model was a result of a growing awareness that throughout much of California entry level jobs in industry were filled with minority employees who are in need of English language training. Industry projections from many companies showed that there would be a growth in this minority work force. Companies saw the need to help LEP employees reach their potential. Indeed, as this link between language and employment needs became more evident, VESL became more in demand.

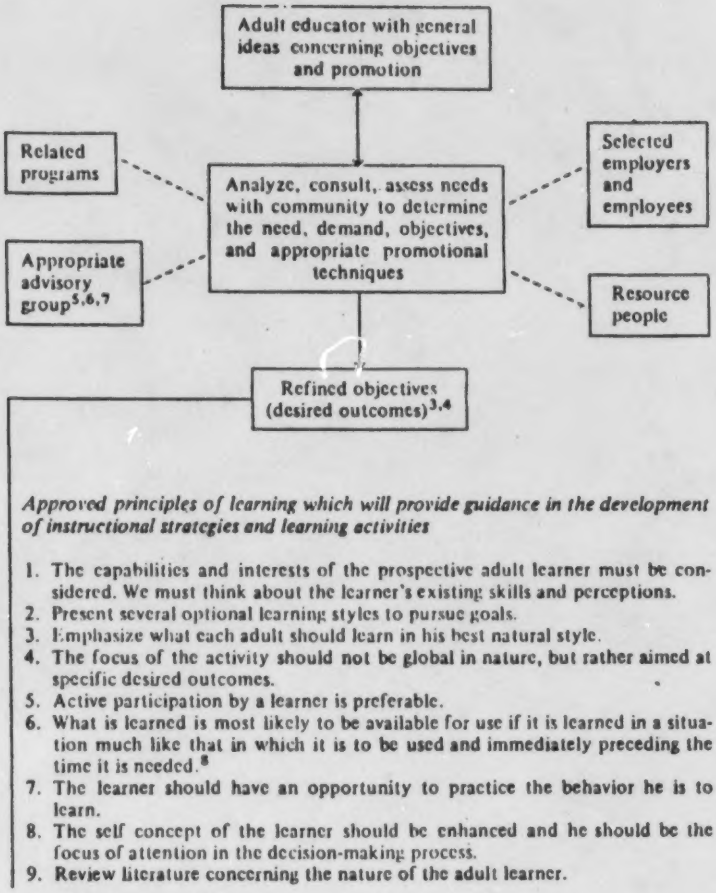
Adult educator with general ideas concerning objectives and promotion
Related programs
Analyze, consult, assess needs with community to determine the need, demand, objectives, and appropriate promotional techniques
Selected employers and employees
Appropriate advisory group[5,6,7]
Resource people
Refined objectives (desired outcomes)[3,4]
Approved principles of learning which will provide guidance in the development of instructional strategies and learning activities
1. The capabilities and interests of the prospective adult learner must be considered. We must think about the learner's existing skills and perceptions.
2. Present several optional learning styles to pursue goals.
3. Emphasize what each adult should learn in his best natural style.
4. The focus of the activity should not be global in nature, but rather aimed at specific desired outcomes.
5. Active participation by a learner is preferable.
6. What is learned is most likely to be available for use if it is learned in a situation much like that in which it is to be used and immediately preceding the time it is needed.[8]
7. The learner should have an opportunity to practice the behavior he is to learn.
8. The self concept of the learner should be enhanced and he should be the focus of attention in the decision-making process.
9. Review literature concerning the nature of the adult learner.

Figure 3

Model for Adult-Continuing-Education Program Planning

Source: Robert C. Mason, "Strategy for Adult-Continuing Education Program Development, "The Adult Basic Education TESOL Handbook. New York: Collier Macmillian International, Inc., 1979, p. 181.

Schools, government agencies, and private industry voiced a concern that unemployed and underemployed minorities be taught "vocational" English skills. An effective response to this concern demanded cooperation

between education and private industry such as evidenced in Industry-VESL programs. A close-up, simplified figure showed the intricacies of on-site VESL compared with the traditional ESL model.

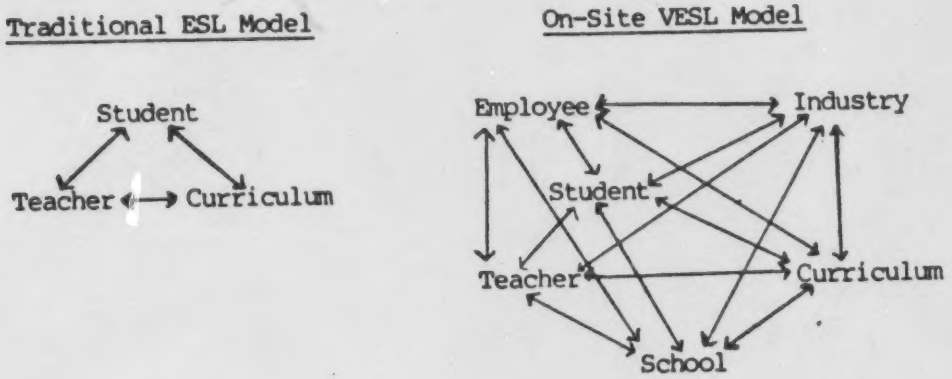

Figure 4

Source: Cindy Wilde, A Partnership with Industry. Sunnyvale: Fremont Union High School District, California Department of Education, 1982, p. 3).

Logistics and locations of VESL classes varied according to needs, it appeared, more than anything else. Many community college vocational skill programs are located on campus (West, 1982). Some are concurrent with on-the-job training programs (Hewitt, 1981). Others are in community centers and information centers such as the Indochinese Culture and Refugee Information Center (Jackler, 1981, p. 4A). There are still others offered at the work-site to LEP adults already hired. The following explains:

> VESL classes offered at the worksite are an alternative which benefit both employees and employers. For a variety of reasons, LEP students stop going to school once they are employed. After working an eight to ten hour day, managing transportation and childcare problems, and fulfilling family and social responsibilities, there is little time or energy left for ESL classes. Further, many LEP students study English with the objective of gaining employment. Once they find a job and begin working, they no longer see the need to study English. Classes at the worksite alleviate transportation problems and provide students with instruction relevant to their work.
>
> At the same time, employers are forced to recognize that many entry level employees lack necessary English skills. Production is slowed because of poor communication between supervisors and their employees. Management is concerned that employees who are good workers are not being promoted because they cannot speak English. If VESL classes are offered at the worksite, these classes can be tailored to meet the particular need of employees in each company (Wilde, 1982, pp. 1, 2).

Literature Relating to Curriculum

The research on VESL curriculum revealed some interesting facts. The author Verts reported that the most critical problem in VESL is the scarcity of appropriate classroom materials (Verts, 1980, p. 4). Rezabek and Galvan concurred by saying that the most pressing need among teachers and students was for curricular materials in specific occupational training courses and pre-vocational and occupation-specific language courses. They suggested that the person responsible for teaching VESL immerse himself/herself in shop or job oriented language. Both authors stressed the need for curriculum materials to be competency-based (Rezabek, 1981; Galvan, 1977). The instructional material, then, must be of functional value.

The following figure shows how one author urged combining staff-produced materials with published materials.

General English Curriculum

Class	No. of Hours	Textbooks
Pronunciation	5	Staff-produced materials
Multi-skills	45	English 900, Bks. 4,5,6, Collier-MacMillan
Listening	10	Improving Aural Comprehension, Morley U. of Michigan Press.

EST Curriculum

Science Report Writing	6	Staff-produced materials
Reading/Structure	40	Nucleus General Science, Bates/Dudley-Evans. Longman Publishing. The Language of Atomic Energy in English, Regents Publishing.
EST Rhetoric	10	Staff-produced materials.
Lecture Comp./ Study Skills	15	Better Listening Skills, Peterson and Greathouse, Int'l Videotape Programs.

Figure 5

Curriculum

Source: Karl Drobnic, "Mistakes and Modification in Course Design: An EST Case History," English for Specific Purposes Science and Technology. Corvallis: Oregon State University, 1978, p. 316.

Many programs found that they had to develop their own material to make the student functional on the job. This was brought out in an analysis of the 63 programs described in the California VESL Resource Directory where approximately one-third mentioned having encountered the need to develop their own curriculum.

The creation of a relevant VESL program requires the assessment of the language demands of the job. The successful VESL program must be learner-centered as defined below:

> ...it must create an ESL program which the adult will consider valuable and relevant: it must provide access to a job and teach the English which is necessary to get that job. It must offer classes at a time when adults can take them and it should locate these even in job settings, if that is possible (Crandall, 1979, p. 2).

Traditional audiolingual methodology had kept vocabulary at a minimum while teaching the structure of a language. The increasing value of vocational vocabulary, especially for adults, is now being recognized. The adult student needs to know the names of tools, of processes, of directions, of safety and health terms, and general job terms. He/She has to be able to follow directions, read manuals and take orders.

Pre-planning for a well-planned curriculum was stressed. Prior to starting a VESL program, a total program plan should be completed that would develop the course content, sequence it, relate the English content to the vocational skills component, develop materials which would

reinforce the vocational vocabulary in the units, make sure that the materials were introduced at the correct time, and devise ways to measure progress throughout the length of the course. A well-planned course outlines in detail daily schedules, information and skills to be introduced, content to be mastered, and items to be practiced and reinforced. Although each teacher would be responsible for daily lesson plans, pre-course planning would preview each module of instruction. Pre-course planning, however did not eliminate the need for regular conferences to study the content covered in the module, check to see if schedules were being met, and provide for any adjustments. Provisions for constant assessment of progress, both that of the trainees moving toward learning objectives and the teachers in meeting their teaching objectives should be maintained.

Jeffries said that the daily lesson must be recognized as the basic educational enterprise. He further indicated that the format of the lesson plan was the conceptual framework of the lesson and was useful for designing, teaching, discussing and evaluating lessons (Jeffries, 1966, p. 164).

A coding system was used by Frederickson to help in the development of curriculum. His process aims are succinctly stated below.

> A coding scheme should isolate instructional strategies and clarify learning points. Weekly quizzes, periodic comprehensive exams, and mastery learning cards are effective tools for prescriptive teaching based on careful diagnosis of individual

student's needs. The ESP Curriculum Development process aims to enable each student to achieve his maximum potential by incorporating the following features:

1. Structural integration among components.
2. Consistent flow of active vocabulary.
3. Documented continuity and systematic reinforcement.
4. Controlled initial review in an Entry Phase.
5. Sub-technical-oriented and job-related materials.
6. Coordination of cognitive, affective, and behavioral factors with a student-center focus.
7. Highly motivating, interesting approaches, format and presentation.
8. Audio-visuals and supplementary training aids to reinforce the basic materials.
9. Field testing, feedback, and subsequent revision of the entire package.
10. A coding scheme to clarify which learning approach is emphasized in a given segment of a lesson.
11. Weekly quizzes and phase exams to assess student progress on an on-going basis.
12. Continuous progress achievement cards to indicate individual mastery learning.

(Frederickson, 1978, p. 295).

An author experienced in VESL textbook selection offered a useful model for coursebook evaluation, shown in Figure 6.

As for texts already published, the LES Program for Kentucky - Bibliography offered an in-depth listing as did San Francisco Community College District Master Plan (Adams, 1979; San Francisco Community College District, 1979).

Some program developers and instructors have chosen to adapt textbooks for use in the VESL classroom, as did the authors who explained:

> In summary, we made decisions to adopt some of the materials for our LRC from among those which were not designed specifically for either second language learners or scientists. Those decisions may not necessarily be correct. Instead of accepting these materials at

face value, instead of assuming their suitability for our students, and instead of letting our initial decisions govern our program, we are reviewing, evaluating and learning about the materials (Yongpei and Yinglong, 1981, p. 4).

LEARNING CONTENT	CHECK-LIST
1. SUBJECT MATTER AND LEXIS	LEARNERS' COMMUNICATION NEEDS/INTERESTS
2. LANGUAGE SKILLS (STUDY SKILLS)	LEARNERS' COMMUNICATION NEEDS
3. LANGUAGE FUNCTIONS AND THEIR FORMAL REALISATIONS	LEARNERS' COMMUNICATION NEEDS
4. LANGUAGE LEVEL	LEARNERS' COMPETENCE
5. AUTHENTICITY OF LANGUAGE DATA	THEORIES OF PEDAGOGIC INTERPRETATION OF 'AUTHENTICITY': WIDDOWSON (1976); MOUNTFORD (1974)
6. USABILITY OF LEARNING CONTENT	PEDAGOGIC CONSTRAINTS: EG TEACHER AVAILABILITY
METHODOLOGY	**CHECK-LIST**
1. MEANINGFUL PRESENTATION AND PRACTICE OF CONTENT	COMMUNICATIVE VALUE OF UTTERANCES
2. LEARNERS' INTEREST IN COMMUNICATIVE CONTENT	LEARNERS' INTERESTS
3. OTHER METHODOLOGICAL CRITERIA	TEACHER'S METHODOLOGICAL STANCE
PHYSICAL MAKE-UP	**CHECK-LIST**
1. LENGTH OF COURSEBOOK 2. COST	ADMINISTRATIVE CONSTRAINTS
3. QUALITY OF LAYOUT, PRODUCTION, ETC.	COMMUNICATIVE AND AESTHETIC VALUES

Figure 6

A Model for Coursebook Evaluation

Source: Jonathan Elliman, "A Model for Coursebook Evaluation," English for Specific Purposes. Corvallis: Oregon State University, January 1981, p. 4).

Continuing in the same vein, the modification of instructional materials was explored by two experts, this time from the vocational skill instructor's viewpoint.

> Technical material presented in text form should be as illustrative as possible. Look for tables, graphs, blueprints, schematic diagrams, illustrations, and any other forms of presenting information visually, other than text. Many times, a concept can be explained more efficiently through visual, rather than verbal, means. However, pictorial data should be relevant and should enhance the verbal description, not replace it.
>
> If you are using commercially prepared instructional materials which do not facilitate learning for the limited English speaking student, there are several ways you can make them more usable (Kuwik and Fitzgerald, 1981, pp. 24, 25).

Advice for writing specialized, but simplified, VESL instructional material was presented as Handbook for Bilingual Vocational Materials Development (Development Associates, Inc., 1978).

Even though prepared for Basic Education rather than VESL needs, the ACE Project Materials seemed helpful for curriculum development (ACE Project, 1979).

Peru's Translex language-teaching institute has customized curriculum to take in account such variables as age, education, type of work and goals (Marzo, 1981, p. 1).

Literature Relating to Implementation

Many interrelated operational components within each instructional model were described by Kotesky. He reminded the readers of the sequential relationships between the models, the managerial procedures of the overall project, the instructional process design, and the instructional delivery system. Figure 7 explains this further.

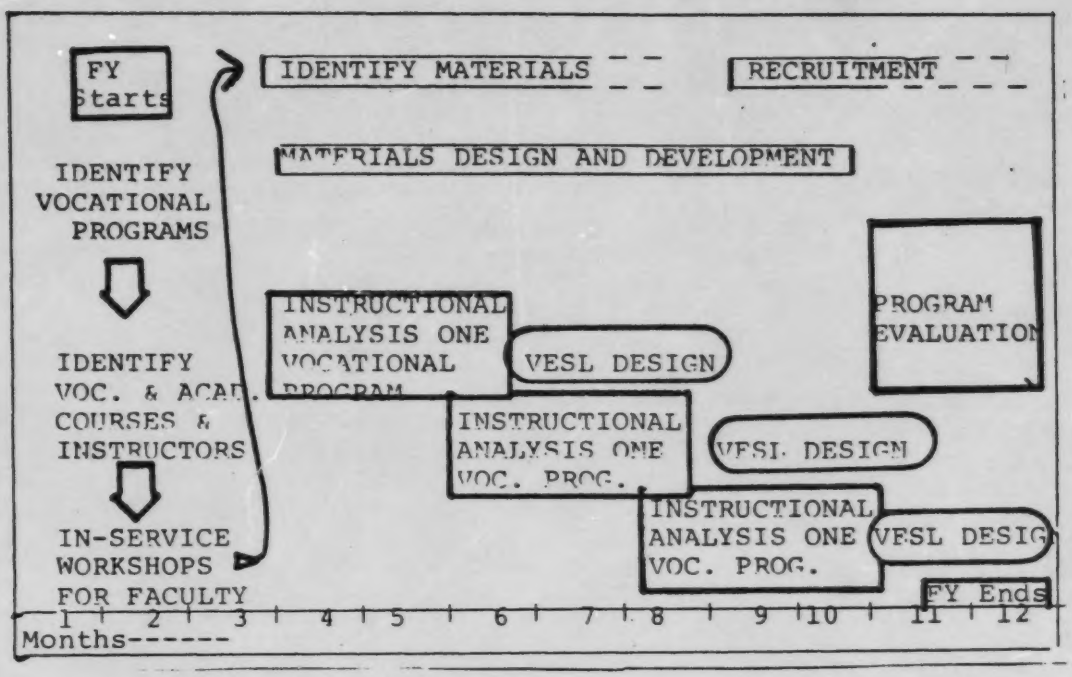

Figure 7

Instructional Design Process

Source: Arturo A. Kotesky. Implementing College Regular Vocational Programs into a Bilingual Mode -- Two Instructional Design Models in Operation. ERIC Document, ED 171 316, 1979.

Whereas managerial procedures many times were established by the institution seeking to implement the VESL program, a broad cross-section of funding sources were cited. A publication providing an overview of vocational education and employment training services for limited English proficient persons in California provided the following information:

The major legislative funding sources include the

> Vocational Education Act (VEA), Title I, Part A, Subpart 3 and Title II, Part B, Subparts 2 and 3; CETA Section 303, Title VII, and Title II-B; the Indochinese Refugee Assistance Program; Economic Impact Aid; and General Apportionment and ROP revenues.
>
> Most of the projects receive special grants for a limited period - one year only in several cases. In few cases are these programs based on "hard" money; that is few are assured of continuation as part of an ongoing educational or training system. Half of the programs have been in existence for one year or less, several for two years, and only four for five years or more (Rezabek, 1981, p. 63).

However, in spite of the seeming availability of funds for VESL programs, funding cuts were mentioned by many writers reporting on the current situation. Adding to the financial dilemma in Orange County was the fact that job training money was based on the 1970 census, a figure that did not take into account the recent refugee explosion nor the growing minority populations. Furthermore, under federal law, refugees here three years or longer were taken off the IRAP program beginning April 1, 1981, leaving them no alternative but the county's traditional job training programs (Wolinsky, 1981, p. 6).

The National Governors' Association estimated that, under the economic program outlined by Reagan, cities and states lost about $1.3 billion in federal service funds for FY 81 and would lose $12.5 billion in FY 82. At the National Association of Counties, a source pointed out that even though assistance for entrants would not be slashed by Reagan's program, it was $50 million less than what the states felt they needed. Table 5 shows Federal funding. (American Public Welfare Association, March 1981, p. 3).

Table 5

Refugee and Entrant Assistance

COMPARISON OF CARTER AND REAGAN BUDGETS FOR REFUGEE AND ENTRANT ASSISTANCE

	FY 80(a) expenditures	FY 81(b) Carter estimate	FY 81(b) Reagan proposals	FY 82(c) Carter proposals	FY 82(c) Reagan proposals
	Refugee Assistance (in millions)				
Cash assistance	$ 182	$ 271	$ 259	$ 254	$ 219
Medical assistance	91	139	132	180	160
State administration	32	47	47	56	56
Social services	101	94	94	70	70
Education	23	44	44	21	21
Voluntary agency matching grant program	25	24	0	23	0
Cuban Phasedown Program	53	45	40	34	0
Preventive health	6	8	8	7	7
Certain asylum applicants	0	12	12	0	0
Federal administration	4	7	7	7	7
TOTAL	$ 517	$ 691	$ 643	$ 652	$ 540
	Cuban/Haitian Entrant Assistance (in millions)				
Domestic assistance	$ 0	$ 190	$ 190	$ 88	$ 88
Reception and processing	36	167	167	27	27
TOTAL	$ 36	$ 357	$ 357	$ 115	$ 115

(a) Funding levels to serve an estimated 231,700 new refugees and 150,000 new entrants in FY 80
(b) Funding levels to serve an estimated 217,000 new refugees and 18,000 new entrants in FY 81
(c) Funding levels to serve an estimated 187,000 new refugees in FY 82

Literature Relating to VESL Faculty

Research regarding VESL teachers discovered a wide range of theories concerning training. However, it was evident that members of any staff must be skilled in training methods suited to various purposes, ranging from administration to evaluation methods, student recruitment, instructional techniques and test administration. "The classroom teacher can collect and interpret most types of product information with no or minimal support from others" (Good, 1975, p. 242).

Dealing specifically with VESL instructors, the following was taken from an in-depth book on the subject.

> Addressing the special language and educational needs of LEP populations requires some special competencies on the part of all program personnel -- teachers, support staff, and administrators. All need to understand the special problems faced by the population in learning and in coping with the job market. Cross-cultural awareness is necessary among staff to serve LEP persons in a sensitive manner. Support personnel, depending upon their function, may need primary language proficiency as well as cross-cultural sensitivity.
>
> Teaching personnel need practical teaching knowledge about methods, materials development and use, pupil assessment, and situational approaches to instruction. They also need expertise in their area of instruction. Vocational instructors need training in the psychology of career education, in their occupational skill area, and in the job market characteristics of that occupation. Language teachers need training in linguistic principles, the dynamics of first- and second-language learning, and in the rudiments of teaching job market-oriented English.
>
> VESL instruction may incorporate bilingual instructors, aides, or materials. Bilingual aides or materials or peer tutors may complement regular vocational instruction that is not delivered by bilingual instructors. Practically, though, the emphasis in these models is likely to be on the specialized English instruction included in the VESL component, most or all of which will be in English.

> Depending upon the instructional model used, one or both teachers may need fluency in both English and the primary language. This is particularly the case in a bilingual vocational model, or in any course dealing with very low English proficiency persons. Where primary language proficiency among teachers is not feasible, bilingual aides with adequate language facility in both English and the primary language and with training in practical language and with training in practical teaching procedures should provide support to the monolingual English teacher. Where persons from multiple language backgrounds are present in a class, and enough bilingual aides are not available, peer tutors should be used.
>
> Ideally, universities and colleges impart these competencies through pre-service teacher and aide training programs. Where demand for educational services exceeds the supply of trained teachers and aides, in-servicing through special courses, workshops, conferences, and release time for university class attendance should supplement or augment competencies.
>
> It is likely that the shortage of teachers who are trained in providing vocational services to limited English proficient persons will continue as the LEP population grows. Additional teacher training programs are needed. In addition, it is essential to train and use para-professional bilingual aides.
>
> Career ladder training helps the aides to back up instructors in teaching, materials preparation, parent communication, and classroom communication (Rezabek, 1981, pp. 49, 50).

An interesting question was posed by Master when he asked to what extent the VESL instructor must be an expert in the occupational specialization. He emphasized that no matter how specialized the vocational material was, it is the language that was being taught and not the vocational content. The non-specialized ESL teachers should utilize technical materials to address vocational needs. The other end of the spectrum would be to teach occupational terminology by means of ESL techniques alone.

At times, a technical informant may be included in the ESL or VESL classroom. In at least one instance, the

teacher attended the same science lectures as her language students and then returned to the classroom for a "debriefing" session thus analyzing both content and language aspects of the lecture. However, the same article pointed out that there were experts who disagreed with such content oriented approaches implying that it was unfair to give non-native speakers this advantage. The main point Master made was that vocational language teachers should be thoroughly experienced language teachers who have a real interest in the specialization they are addressing and who are able to remain self-described language teachers interested in continuing their own learning processes through the work of their students (Master, 1981, p. 9).

Besides the VESL language instructor's help, the vocational skill instructor himself goes a long way toward improving the LEP student's language proficiency. Vocational education methodology traditionally has proven effective in addressing the needs of populations who have been hard to reach academically. Its demonstration, hands-on approach not only relates greatly to the employment needs of the LEP population, but also is effective for the instruction of persons with limited English proficiency in language skills. (Rezabek, 1981, p. 55).

Vocational shop magazines have recently emphasized the importance of the shop instructor. The following explains:

Here are 20 techniques the industrial education

teacher can use to improve communication with students at a variety of English proficiency levels:

1. Speak clearly at a normal rate of speed.
2. Use simple, brief sentences.
3. Avoid excessive use of slang.
4. Explain all technical terms.
5. Maintain eye contact with the students when talking to them.
6. Use audiovisual aids.
7. Use diagrams, charts, graphs, blueprints, schematics, etc.
8. Demonstrate as much as possible, rather than lecture.
9. Present material in an organized and logical manner.
10. If bilingual aides are available, have them use the student's native language to explain difficult points.
11. Clearly state what is expected from the student.
12. Be conscious of your body language.
13. Safety information should be provided early.
14. Have students work in pairs or small groups. Place students of LES ability with students fluent in English.
15. Audio- or videotape your lessons.
16. Ask students to build a bilingual dictionary.
17. At first, ask simple yes or no type questions.
18. Allow for individual differences by developing alternative learning activities.
19. Discuss cultural stereotyping if it is encountered in texts or media material.
20. Above all, be sensitive, patient and realistic with students of LES ability (Kuwik and Fitzgerald, 1981, p. 3, 4).

In addition to the VESL instructors and the vocational instructors, the remedial subjects teachers commonly improve the English level of the LEP. Remedial reading, writing and mathematics skills can remove barriers to successful training or job acquisition. Primary language materials may also prove necessary where enrollees have very low English proficiency (Rezabek, 1981, p. 48).

From the literature it appeared that the educational background of many educators had not included training to prepare them to meet the special needs of LEP students.

Thus, pre-service and in-service workshops have sought to supplement the education of these staff members. Elaborating on this theme is the following:

> The needs of professionals and paraprofessionals (therapists, physicians, nurses, aides, administrators) for continuing education experiences vary according to the level of previous learning, personal goals, and each individual's role within the medical setting. Some of the more universal needs which may be alleviated through continuing education experiences are: the need for effective communication, both inter- and intradepartmental; knowledge of new treatment techniques and equipment, plus a review of older techniques (Louria, 1977, p. 5).

Suggestions for content of such workshops were covered by San Francisco Community College District in their Master Plan. In condensed form, some pertinent ideas follow:

> The methodology that exists has been devised by individual instructors in their programs since they have had to teach this area to their students. They have learned by doing. The ideas that follow are the result of their experiences.
>
> Standard ESL Methods: Methods of instruction, of course, include standard ESL pedagogy: audio-lingual, cognitivist, counseling-learning, direct method, eclectic, traditional, etc. However, in VESL classrooms, these have had to be adapted, mixed, and supplemented. Bilingual instruction has been used quite successfully in centers and classes where only one language group is represented...
>
> Suggestions for Teaching Oral/Aural Skills: Although increasingly sophisticated reading and writing skills are taught, most vital are the speaking/listening skills. These are what the student worker uses most and must use with the greatest facility at work. Oral/Aural methods of instruction should be foremost in the classroom.
>
> Suggestions for Increasing Communicative Competence: Students need to know how to communicate effectively in English; their jobs, their livelihoods, and their economic survival depend on this ability. Drills emphasizing communicative competence are essential. Students need to know how to convey their ideas...
>
> Suggestions for Teaching Cultural Awareness: In

> addition to teaching the traditional language skills, some thought must be given to the methods and materials to be used in teaching cultural awareness. Many work-related attitudes and employment values are culture-bound.
>
> Lesson Plans and Teaching Ideas: ...sample lesson plans and teaching ideas developed by VESL teachers ...can be used as reference points in developing original lesson plans...(San Francisco Community College District, 1979, pp. 70-74).

Since good language instruction for the LEP student and achievement of a vocational goal by the LEP student are the primary functions of the VESL instruction, maintaining the highest quality of instruction possible is a major objective. Criteria for instructor evaluation was covered by Dr. Samuels, a Nova University lecturer. Please see Appendix G. He based supervisory evaluation on similar criteria, please see Appendix H.

Literature Relating to Program Evaluation

An adequate definition helped determine the guidelines. Both Sorensen and Davis suggested that evaluation is a continuous process of collecting and interpreting information in order to assess decisions made in designing a learning system (Sorensen, 1978, p. 23; Davis, 1974, p. 81).

Program evaluation must be an integral part of any viable program in education or industry. The assessment data may be attained from several sources such as those based upon student progress evaluation as briefly outlined below:

Pre-entry or prerequisite assessment: The pre-

> entry assessment allows the learning objectives to be based upon the prerequisite knowledge of the participants...
>
> In-progress evaluations: This instrument measures the learner's progress at regular intervals during the course and points out mastery or difficulties in meeting the instructional objectives of each unit.
>
> Post-assessment: The purpose of this assessment is to determine the extent to which each learner has fulfilled set objectives by the end of the program.
>
> Happiness Index: This is an assessment frequently used at the end of a program. It is not a true evaluation of the learning outcomes as expressed in the objectives; these questionnaires act as an indicator of the participants; satisfaction with their own learning, the course itself, and the instructor's ability to present the material successfully.
>
> Follow-up Assessment: Terminal course evaluations are helpful indicators of the amount of learning that took place during the course...If carefully tabulated at the end of each program, the follow-up assessments are useful in making revisions in the course or instruction, based upon how well the participants learned the presented material. The conclusions drawn from the evaluations help determine if it would be worthwhile to repeat the program (Louria, 1977, pp. 18, 19).

Criteria-based certificates from the job skill training class have been good indicators on the success of a VESL student in a concurrent language and vocational training class (Mentzer, 1982; Cumming, 1982).

Literature regarding program evaluation was reviewed by Wilde in this order.

1. Meeting program objectives
2. Logistics of setting up classes
3. Recruiting and registration
4. Attendance registrations
5. Instructional format
6. Curriculum
7. Staff
8. Administration and management of the program (Wilde, 1982, p. 24).

Vocational programs have employment as their primary goal and any evaluation must take that into

consideration. Because of increasing pressures for accountability in reaching stated goals, the concept of competency based education has earned increasing acceptance among curriculum developers. Vocational educators have been credited with moving more rapidly toward competency based education than most of their colleagues. A curriculum consistent with the principles of competency based education would prove particularly appropriate for such groups as limited English speakers.

Vocational language programs, such as VESL, are aimed primarily at means by which students can obtain adequate employment within an English speaking environment. In a competency based curriculum, the level of English required by the occupation would be analyzed along with the other competencies or tasks involved in the job. A diagnosis of the skills and knowledge possessed by the trainee would then be made. From this would come a list of the skills and knowledge that must be learned (Development Associates, Inc., 1978, p. 32).

An important question was posed by Crandall when she asked:

> What tests can measure progress and determine when an adult is ready to enter the vocational training program or take a job? Some programs require a specialized level of English language proficiency for enrollment in the vocational or career component... In some programs, ESL classes and vocational classes run concurrently; that is, students attend ESL classes (usually high intermediate or advanced), in which they review material required in their vocational classes and acquire the English vocabulary necessary for skills training (Crandall, 1979, p. 3).

The specific level of English language proficiency preferred by the program coordinators was high intermediate (Mentzer, 1982; Cumming, 1982). The entry requirements were the same for both English proficient and LES. The employers seemed to require advanced. (See Appendix F.) A certificate of completion from the job training program was given upon successful completion of the vocational skill program.

Other variables affecting success were Intelligence Quotient, previous learning, age, cultural backgrounds and socio-economic status (Costello and Gordon, 1965, p. 163). Botel emphasized similar variables when he said "No form has yet been devised to take into account such variables as motivation, format, illustrations, adult assistance and so forth" (Botel, 1962, p. 4).

Continuing with the quest for guidelines concerning evaluation methods in education, Mehrens and Lehmann wrote the following:

> As the goals of education have become more complex and as the number of students has increased enormously, this task has become much more difficult...The functions of standardized tests are many and varied; however, one can in essence sum up their function by saying that they should help in decision making... One may also use such data (criterion-referenced measures) to evaluate instructional programs. In order to determine whether specific instructional treatment or procedures have been successful, it is necessary to have data about the outcomes on the specific objectives the program was designed to teach. A measure comparing students to each other (norm referencing) may not give so effective data as a measure comparing each student's performance to the objectives (Mehrens and Lehmann, 1973, p. 65).

In spite of the cited problems in valid testing as

evaluation techniques, it became evident that there was a need for a testing vehicle.

> Vocational and English language skills: The most important activity to evaluate is the level of skills attained by participants at the end of the training. Information should be gathered on their vocational skill levels and their English language competencies.
>
> Job placement: The successful placement of trainees and the kind of job attained are the real goals of the project and the most important finding of the evaluation. The procedures used to assist trainees in securing employment are important to review in the evaluation (Development Associates, 1978, p. 57).

The Ilyin English-Second-Language Placement Test STEL was reviewed for possible use as a pre- and post-test and one that would help evaluate the student's progress. Ilyin reported that the test could be used both as an achievement test and as a placement test. Reliability would depend on how carefully each school administers the test and guards it for future use. The standardization of the test provided validity and dependability. The equivalency of grade level, ESL levels derived from various ESL tests, and word-descriptive levels such as "high intermediate" are included (see Appendix C). The Ilyin pen and paper test appeared to be adequate for testing in this program as did Ilyin's Oral Interview Test (IOI) (Ilyin, 1976).

Even if a pen and paper test were the only test used, it had been stated that written language could be a possible means of assessing overall syntactical development because written syntax is similar to oral syntax (Mason, 1978, p. 10).

The importance of job placement as a determining factor in program evaluation was previously mentioned and is elaborated upon in the following:

> Placement services, usually coupled with job counseling, also provide the trainee information on specific job opportunities. Placement personnel identify jobs, counsel and refer trainees to the jobs, and provide follow-up services. Follow-up should be more than data collection. It should also provide support to former trainees in the job situation and should facilitate problem-solving where necessary (Rezabek, 1981, p. 49).

A full range of support services would serve to insure good program results and a positive evaluation. Important supportive services, according to the literature, included personal counseling, legal aid, medical and mental health services, immigration counseling, financial aid (including stipends), transportation (including driver's training where necessary), housing, and day care.

Summary of Research

Internationally, throughout the world; nationally, throughout the United States; and locally, throughout California; teachers and administrators have been attempting to develop programs to meet the critical vocational and language needs of the limited majority-language proficient adult. At the same time, educators in most of those same geographical areas have been facing virtually identical problems unaware that viable solution-seeking had already begun. The thorough research accomplished in this study served to bring together these solution attempts in a detailed compilation.

In addition, this study of available literature served as a basis for the development, implementation and evaluation of an up-to-date Vocational English-as-a-Second Language program able to deal with the language situation as it exists in North Orange County Community College District.

Chapter 3

PROCEDURES AND METHODOLOGY

This Major Applied Research Project focused on a plan to design, implement and evaluate a Vocational English-as-a-Second Language program for North Orange County Community College District. In the past, North Orange County Community College District had found that some of the enrolling students had needed remedial English. Particularly relevant were the needs for vocational English as related to the student's area of vocational training. In all cases, the program coordinators had found that the enrollees' limited English was due to the fact that English was not the students' first language.

The areas of Machine Shop and Business Skills had approached the district regarding vocational English programs due to enrollment applications of LEP adults in their programs (Cumming, 1982; Mentzer, 1982). After interviews with the program coordinators of Machine Shop and Business Skills, it was decided that these were to be the job training areas for the development and implementation of VESL programs.

The Recruitment and Assessment Center (RAC) reported a large number of applications from low English proficient adults who requested pre-VESL (Tieger, 1982).

Therefore, it was agreed that pre-VESL was to be a part of the total picture.

Industry contacted the district for a vocational English program for their employees so the program was extended into the area of Worksite or Industry VESL (Wagner, 1981).

The vocational training areas directly involved in the VESL program developed, implemented and evaluated for North Orange County Community College District, then, were Pre-VESL; Concurrent VESL with Business Skills and Machine Shop; and Industry VESL for employees already hired. Provisions in the plan were made for expansion as the needs of industry changed or increased. The above mentioned areas of Business Skills and Machine Shop had been on-going vocational training programs in the district at the time of this study and were selected for Concurrent VESL with this in mind. These programs needed an expanded VESL program, one which would offer flexibility in meeting the LEP population's needs for vocational training.

Procedural Steps

To accomplish the goals of designing, implementing and evaluation a VESL program, the following procedural steps were completed:

Procedure Step 1. A critical examination of the available literature and theory incident to this study was accomplished through college research libraries,

computer retrieval (ERIC), recent thesis work, national and international VESL references, professional journals, government publications, newspapers, symposiums and interviews so that up-to-date information was at hand and that duplication of effort would be avoided. Areas of examination relevant to the specific problems in this study were:

1. Need for remedial vocational English.

2. Need for research with respect to remedial vocational English for limited English proficient populations.

3. VESL approaches, as well as other vocational English approaches, to serve the limited English proficient population seeking enrollment in vocational training programs.

4. Requirements for curriculum and curriculum development needed to implement the vocational English program.

5. Valid and reliable testing vehicles available.

6. Testing procedures useful to determine an acceptable employment-suitable level of English proficiency.

This information was indexed and prepared for use in this project.

Procedure Step 2. A questionnaire was developed to obtain information about language programs in five educational institutions for adults, adjacent to the

district in the study. This was done to obtain knowledge of effective methods of language instruction currently being utilized.

One of the fundamental aspects of an investigation is having a technique that permits obtaining the information needed for the study. A questionnaire was developed based on advice from the literature search. This questionnaire, along with a definition of language proficiency levels, was sent to five adjacent educational institutions. These data were collected and tabulated from the questionnaire. The results were included in the Presentation of Results chapter in this study. (See Appendix D for the questionnaire. The spacing of the questionnaire was enlarged to normal dimensions to accommodate respondents. See Appendix F for the language proficiency level definitions.)

Procedure Step 3. A second questionnaire was developed to obtain requests and suggestions from vocational instructors involved in vocational programs teaching the limited English proficient. This questionnaire was accompanied by a definition of language proficiency levels. Ten vocational instructors were queried and the results were included in the Presentation of Results chapter in this study. (See Appendix E for the second questionnaire. The spacing of the questionnaire was enlarged to normal dimensions to accommodate respondents. See Appendix F for the language proficiency level definitions.)

Procedure Step 4. Based on the information gleaned from steps one through three, a vocational English program was designed and implemented for North Orange County Community College District. It was sufficient in scope to cover requests ranging from pre-VESL through occupational training in the areas of Business Skills and Machine Shop, as well as answering the requests of industry in the area of VESL for employees already hired.

The Vocational English-as-a-Second Language approach was selected as a result of the thorough review of literature done as the initial part of this study. The VESL classes taught (a) general English and (b) vocational English in the job skill area of vocational terminology and interview terminology.

The name selected for this VESL class was W.O.R.L.D. (Work Oriented and Related Learning Development). The VESL classes that ran concurrently with the vocational training were designed to meet six hours per week and run concurrently with the vocational training program, five months duration or less, since the programs were open-ended. The Pre-VESL and Industry VESL had flexible scheduling depending on need, but generally were six hours per week minimum.

To meet the language needs of students with regard to vocational training programs and job orientation, the following content objectives of a VESL curriculum were met:

1. Choice of a standardized English proficiency

test was made. Prerequisites for entrance into the programs of Business Skills and Machine Shop had been designed prior to this study to allow successful completion of said program by selected appropriate educational criteria (see Appendix A and Appendix B). The minimum level of English proficiency was high intermediate, derived from the past experience of the instructors, as well as indicated by the English proficiency expert Ilyin, who said that "most on-the-job training programs tend to select candidates with about a 300 to 400 level of English proficiency. Many companies require about a 400 level proficiency when hiring new employees for the type of job where oral communication with the public is limited" (see Appendix C for equivalencies between various methods of labeling English proficiency levels) (Ilyin, 1976, p. M5). The LEP students were referred to the supportive VESL class by the program coordinator (see Appendix T).

Therefore, a standardized English proficiency test was selected to be administered as a pre-test, progress test and post-test to provide data for determining English proficiency level, evaluation of students' progress and evaluation of the program's effectiveness. The Ilyin STEL

and IOI tests were selected based on the review of literature concerning validity, standardization, reliability and remedial English applicability of tests.

Language skills were measured prior to and upon completion of vocational training to determine progress.

a. High Beginner and low intermediate were the appropriate levels of English proficiency for enrolling in the pre-VESL classes (Baccanti, 1982). These levels corresponded to S-1, R-1 on the Foreign Service Institute Ratings (see Appendix F).

b. High intermediate was the minimum level of English proficiency required for enrolling in the vocational training program by the program coordinators (Cumming, 1982; Mentzer, 1982), and recommended by language experts. This level corresponded to the S-2, R-2 level on the Foreign Service Institute Ratings (see Appendix F).

c. Industry work-language programs had already accepted the language level that the employed individual had at the start of instruction. The employees' level of proficiency was, nevertheless,

tested at the onset of instruction (Wagner, 1981) and at regular intervals.

2. ESL textbooks for general and survival English were selected. The textbook selection was guided by the information gleaned through the review of literature. These same ESL textbooks were used with all Pre-VESL, Concurrent VESL and Industry VESL classes since there was a gradation of books according to levels of difficulty. The textbooks selected were:

    a. Complete Course in English (Dixson, 1976). After reviewing Complete Course in English, this series was selected to be used for general ESL because of its clear grammatical explanations as well as its emphasis on dialogue and, in conjunction with the accompanying tapes, would be very useful in listening and reading comprehension, as well as pronunciation. This series also had the same books available with the grammatical explanation translated into Spanish. These were used with students of that language group.

    b. Language Master Audio-Visual Instructional Program (Bell and Howell Audio Visual Products Division, 1971). Selec-

tion was made because of the various methods and modes of instruction possible. Individualization of instruction is possible through the use of language cards.

c. English for a Changing World, 1-6 (Scott, Foresman and Company, 1979). The addition of a series of workbooks and tapes which stress modern usage of everyday English was deemed essential.

3. Vocational English-as-a-Second Language textbooks were selected. To prevent a scarcity of appropriate VESL curriculum from negatively impacting the limited English speaker's ability to become employed persons in the Orange County labor market, some VESL core curriculum with occupational terminology was found as published material, while some was developed. The published VESL material included:

   a. Pre-VESL material from simple to complex such as:

      (1) Language Master Audio-Visual Instructional Program, Industrial Supplement (Bell and Howell Audio Visual Products Division, 1971).

      (2) Language Master Program Builder

blanks for vocational vocabulary developed by W.O.R.L.D. Program.

(3) Slides, unpublished, developed by W.O.R.L.D. Program.

(4) Shop Made Easy (Cattaneo, 1971).

(5) Understanding Technical English 1, 2, 3 (Methold and Waters, 1980).

(6) English in Workshop Practice (Mountford, 1975).

(7) The Language of Accounting in English (Costinett, 1977).

(8) Filing Personal Names, Filing Business Names (Duchan and Schultheis, 1974).

b. VESL instructional material for the more complex vocabulary needed for concurrent enrollment in vocational training programs of Machine Shop and Business Skills and the language component were either selected or developed by W.O.R.L.D. Many actual textbooks from the job training program were used but supplemented with word lists and reinforced by means of VESL teaching techniques.

(1) Typing 75 Basic (Lloyd, Winger,

Rowe, Poland, Hanson and Rossetti, 1979).

(2) Gregg Quick Filing Practice (Stewart and Kahn, 1979).

(3) Accounts Payable Clerk (Kirk, 1973).

(4) Accounts Receivable Clerk Risser, 1973).

(5) Video taped lessons by W.O.R.L.D.

(6) Slides developed by W.O.R.L.D.

(7) Machining Fundamentals Walker, 1977).

c. VESL instructional material specifically designed for industry-specific vocabulary needed for concurrent employment and language classes.

(1) On-site photographs by W.O.R.L.D.

(2) Strip Teaching Plans by W.O.R.L.D.

(3) How to Work or Communicate Series (de Recio, 1978).

Backing the choice of technical materials for the VESL classes was the explanation by Mary Todd Trimble and Louis Trimble who explained that they found there is often an inconsistency exhibited by the student's successful

ability to read the created or adapted materials of the language in the classroom and his inability to read the prose written initially for native speakers. They felt this was especially true with those books containing technical subject matter (Trimble and Trimble, 1978).

These words were heeded in the selection of the job preparation texts, some were written for English proficient but adapted and supplemented, while some were written specifically for VESL students.

4. Job preparation instructional material including vocabulary needed for successful interviewing to obtain an offer of employment was selected.

    a. Pre-VESL level:

        (1) English That Works (Savage, How and Yeung, 1980).

        (2) Native Language Component (Chinatown Resource Development Center, 1979). This work was made available to the students in this study on a field test basis. Each unit had a supplement translated into six native languages. The units provided cultural notes which explained the "world of work" in the United States in the areas of "verbal

communication (vocabulary and notional/functional items), non-verbal communication (body language), values and thinking patterns" (Savage, Yeung and How, 1979).

(3) It's Up To You (Dresner and Beck, 1980).

b. Concurrent VESL-Vocational Training level:

(1) Getting a Job Process Kit (Zedlitz, 1981).

(2) Video taped lessons by W.O.R.L.D.

See Table 6 for further information on the VESL instructional material developed by the W.O.R.L.D. Program as a result of this study.

To meet the implementation requirements with regard to vocational training and language skills the following tasks were completed:

1. North Orange County Community College District approved the VESL classes set up for limited English speaking students and the classes were implemented in the Spring of 1982 (see Appendix I for class catalog description).
2. A general plan of instruction was developed as a consequence of this project. The results are

Table 6

VESL Instructional Material
Developed by W.O.R.L.D.

Components	Areas of Development										
	English Proficiency Evaluation Standards	Class Plans	Videotaped Demonstrations	Instructional Photographs	Strip Teaching Exercises	Role Playing Scenarios	Language Master Pronunciation Cards	Language Cassettes	Bilingual	Transparencies
COMPONENTS											
Machine Shop	X	X	X	X	X	X	X	X	X		
Business & Financial Occupations	X	X	X	X	X	X	X	X	X		
Electronics	X	X	X	X	X	X					
Medical-Clerical	X	X		X	X	X			X	X	
Industry , Food Processing	X	X		X		X			X		
Career Planning	X	X	X	X		X			X		
English Proficiency Test	X			X						X	

to be found in the Presentation of Results chapter (see Appendices J, K, L and M).

3. Daily lesson plans for each area of specialization were developed. Sample lesson plans have been reproduced for inclusion as Appendices (see Appendices N, O, P and Q). Further explanation is given in the Presentation of Results chapter.
4. Recruitment was implemented with organized intake procedures. This was accomplished by linkage with an existing Assessment and Recruitment Center (Tieger, 1982) (see Appendix R) and by open enrollment.
5. Referral was accomplished through the program coordinator of the vocational training programs. Additional information is given in the Presentation of Results chapter (see Appendix S).

Evaluation of English proficiency performance would be monitored and measured by periodic in-class practical applications, goal-oriented activities, examinations and standardized pre- and post-tests for English proficiency to verify student progress and to establish the program's effectiveness.

Guidelines for instructor evaluation were adopted after research for this study. Instructor evaluation can be done in two stages; in-class observations for some,

some criteria may be done without in-class observations (see Appendix G).

Guidelines for supervisory evaluation were adopted after research for this study. Supervisory evaluation shall be based on the instructor evaluation criteria, however, additional criteria are provided (see Appendix H).

As to the competency criteria for the job training classes, these vocational skills relevant to the area of study were tested regularly as determined by the vocational instructors. The VESL students, it should be noted, received the same vocational training and were tested with the same vocational area tests, as the English proficient students. This equal method prevented "benevolent rip-off" which is a tendency to award a good test result simply for "trying" and not based on set criteria. Evaluation of vocational area competency was demonstrated by competency in the vocational area as determined by students' acquisition of criteria-based certificate of completion.

A factor in deciding the program's effectiveness would be the percent of students who found employment or returned to school. The vocational programs were designed to provide occupational training so that a minimum of 70 percent found employment or returned to school. The program coordinators recorded this information. The VESL students were expected to demonstrate the same positive terminations. Any failure on the part of the VESL students to meet the projected percent of positive terminations

(employed or returned to school), in the yearly review by the district, would automatically signal a revamping of the W.O.R.L.D. Program.

In-service guidelines and procedures were developed as an integral part of the W.O.R.L.D. Program. Details are presented in Chapter 4 (see Appendices T and U).

Chapter 4

PRESENTATION OF RESULTS

This chapter presents the detailed results of the project to design, implement and evaluate a Vocational English-as-a-Second Language program for limited English proficient adults in North Orange County Community College District.

The district had found that some of the adults seeking enrollment in vocational training classes were in need of remedial vocational English. In all cases, the students' limited English was due to the fact that English was not the students' first language. Particularly relevant were needs for Business Skills and Machine Shop terminology and the interview terminology for job placement. These vocational areas were selected because the Business Skills and Machine Shop vocational training programs were on-going and the instructors had sought assistance for their LEP students.

A remedial VESL program was designed and implemented with evaluation standards as integral parts of the program. This VESL program was named W.O.R.L.D.. Work on this project began in the Fall of 1981. By the Spring of 1982, the LEP students were referred by the program coordinators who used the enrollment prerequisites of the training program and the VESL enrollment prerequisites to determine enroll-

ment possibilities. Pre-VESL classes were incorporated into the total program because of the very low level of English proficiency of many seeking enrollment - too low for immediate enrollment directly into a training program. Industry VESL was included into the total program because of requests from industry for VESL for their present LEP employees (see Appendix R for Assessment and Recruitment Center referral form, Appendix S for program coordinator referral form for VESL referral, Appendix A for Business Skills prerequisites including English proficiency minimum level, Appendix B for Machine Shop prerequisites including English proficiency minimum level).

The concurrent VESL-vocational training students in Business Skills and Machine Shop received six hours VESL per week in classrooms adjacent to their vocational training classrooms. The pre-VESL students, too limited in their English proficiency to permit enrollment in vocational training, attended classes for varying periods, with a possibility of up to 12 hours per week. The Industry VESL students were already employed, and their classroom was at the worksite, scheduled to immediately follow their workshift. These classes met three days a week, six hours per week total.

To accomplish the goals of the project, the designing, implementing and evaluating of a VESL program, the following procedural steps were completed. The results of these steps are included in this chapter.

Examination of Literature and Theory

The critical examination of the available literature and theories incident to this study was accomplished. The areas of examination relevant to the specific problems in this study emphasized the following:

1. There was an immediate, critical need for remedial vocational English.
2. Although VESL was designed for vocational language acquisition by the LEP population, there was still a need for documented research to prove its value over more traditional methods of remedial instruction.
3. The VESL instructional approach was selected since it was designed specifically for individuals similar to the LEP population seeking enrollment in North Orange County Community College District's vocational training programs. The completed design will be explained later in this chapter.
4. The requirements for VESL curriculum to supplement the vocational training areas were determined. It was found that the scarcity of appropriate VESL curriculum necessitated the development of some of this instructional material. The matrix depicted in Table 6 earlier in this report shows the extent of this development.

5. Although not vocational in content, the STEL and the IOI English proficiency tests were selected as testing vehicles because of their facility in administration, and their validity due to standardization. Research of literature will continue in an effort to adopt an English proficiency test that is more vocational in content.
6. The use of the standardized STEL and IOI as a pre-test, progress test and post-test enabled a determination of the proficiency level of each student. By utilizing the Ilyin Equivalency Chart, the student's level could be compared with the level viewed as minimal for employment (see Appendix F for employment English proficiency ratings and Appendix C for equivalencies among various English proficiency testing vehicles).

Vocational Program Questionnaire Results

The results of the questionnaire developed to obtain information about language programs in five educational districts adjacent to the district in the study revealed that few adjacent community colleges offered VESL. The quest, therefore, was extended to include educational institutions which served adults with vocational training. This provided more information to aid in the designing of the program of the study.

Various approaches were currently being utilized. In an effort to receive the return of a minimum of five responses to the questionnaire, seven questionnaires were sent. The author, de Venanzi, recommended the preparation of tables in which the responses would be tabulated for easy evaluation (de Venanzi, 1977, p. 36). Please see Table 7 to view graphically the results of the first questionnaire of the study.

This questionnaire reflected the literature on the subject of VESL programs. In a geographical area with such a large population of LEP individuals, two of the three educational institutions had no language programs aimed specifically at vocational areas. The total enrollment for three VESL institutions was approximately only 630 students per year. It was expected that the number of VESL programs would be very small and the results of the VESL Vocational Program Questionnaire bore this out.

As noted in the literature, care must be taken as to the special areas of vocational training concurrent with the VESL classes. Even though only two of the five schools had concurrent VESL, both had selected Nursing Assistant and business or related office work for areas of study. The literature suggested that hands-on work would be appropriate for LEP adults and indeed, Machine Shop, Welding, Auto Mechanic and Auto Repair were offered between the two programs. It therefore appeared that the selection of Business Skills and Machine Shop for concurrent VESL and

Table 7

Vocational Program Questionnaire Results

Information concerning current instruction of limited English proficient (LEP) adults enrolled in educational institutions adjacent to the district involved in the study. (Responding educational institutions were coded to maintain their privacy).

QUESTIONS

1. Does your educational institution have a VESL program?

A. yes	C. yes	E. yes
B. no	D. no	

2. Approximately what is the number of students you enroll each year in your VESL program?

A. 280	C. 100	E. 250
B. N/A	D. N/A	

3. Do you offer pre-VESL?

A. yes	C. no	E. no
B. no	D. no	

4. What areas of vocation-specific VESL do you offer?

   A. Health Science, Pharmacy Technician, Nursing Assistant, Machine Shop, Electronics Assembly, Business Skills, Auto Shop

   B. N/A

   C. none

   D. none

   E. Welding, Auto Mechanics, Auto Body Repair, Business Telephone Usage, Data Entry, Cosmetology, Nursing Assistant, Upholstery

Table 7 (continued)

QUESTIONS

5. What areas of vocational skill training and concurrent VESL do you offer at your educational institution?

A. same as above	C. none	E. same as above
B. N/A	D. none	

6. Does your educational institution have a minimum level of English proficiency for enrollment in your VESL programs?

A. varies with program	C. N/A	E. varies with program
B. N/A	D. N/A	

If so, what is this level? (See Appendix F for ratings).

A. Machine Shop, Electronics Assembly, Auto Shop, Nursing Assistant, Pharmacy Technician -- R2/S2

B. N/A

C. N/A

D. N/A

E. "...depending on English required for success on job."

7. Does your educational institution use a standardized English proficiency test?

A. yes	C. yes	E. no
B. N/A	D. N/A	

If so, what is the standardized English proficiency test used?

A. In-house developed test plus ESL	C. TOEFL	E. oral interview
B. N/A	D. N/A	

8. What do you estimate as the average length of VESL study in your program until a student is job ready?

A. four months	C. no response	E. six months to a year
B. N/A	D. N/A	

Table 7 (continued)

QUESTIONS

9. Do your VESL programs include supportive services such as job placement help?

A. yes	C. no	E. yes
B. N/A	D. N/A	

If so, please elaborate.

A. job placement	C. N/A	E. job placement
B. N/A	D. N/A	

10. Has your program developed any original VESL materials?

A. yes	C. no	E. yes
B. N/A	D. N/A	

If so, please elaborate.

A. "...original material in process of development."

B. N/A

C. N/A

D. N/A

E. "...original material will be published by Alemany Press."

vocational training by North Orange County Community College District was in keeping with the recommendations found in the literature and the experience of the current programs.

A standardized test was used by the two institutions with large on-going programs. Thus, the selection of the standardized tests STEL and IOI were appropriate. The

prerequisite levels of English proficiency varied with the vocational areas involved but one district mentioned their prerequisite as being R2/S2 for some programs and R1/S1 for other programs. R2/S2 was selected for North Orange County Community College District (see Appendix F for ratings).

The estimated five months duration of concurrent VESL classes with vocational training was within the two time lines used by the institutions responding, so that it appeared that the district was realistic in its expectations.

The importance of supportive services was stressed in the literature, and indeed, the two active educational institutions listed job placement as their supportive service. This supportive service was also included in the VESL program W.O.R.L.D.

The shortage of appropriate and adequate VESL instructional material mentioned in the literature was reflected by the two institutions that had demonstrated expertise in the VESL field by the fact that they had both developed their own material. Please refer back to Table 6 for the matrix showing the instructional material developed by the W.O.R.L.D. Program.

Vocational Instructor Questionnaire Results

The results of the questionnaire developed to obtain information and advice from vocational instructors already teaching LEP students revealed a variety of opinions. In an effort to receive a minimum of ten responses, twelve questionnaires were distributed and ten were returned.

Table 8

Vocational Instructor Questionnaire Results

Information responsive to the needs of vocational instructors currently working with limited English proficient(LEP) adults. (Responding vocational instructors were coded to maintain their privacy).

QUESTIONS

1. What would you consider the minimum level of English proficiency you require of an enrolling limited English proficient student? (See Appendix F for ratings).

A. S1/R1	E. S2/R2	I. S1/R1
B. S2/R2	F. S2/R2	J. S1/R1
C. S1/R1	G. no response	
D. S2/R2	H. S2/R2	

2. What would you consider the minimum level of English proficiency for the student to be considered job ready?

A. S2/R2	E. S3/R3	I. S3/R3
B. S3/R3	F. S3/R3	J. S3/R3
C. S2/R2	G. S3/R3	
D. S3/R3	H. S3/R3	

3. Do you feel limited English proficient students can follow the classroom texts or do you see a need for new curriculum to be developed for vocational instruction of limited English proficient students?

A. new curriculum	E. no new curriculum	I. new curriculum
B. no new curriculum	F. new curriculum	
C. no new curriculum	G. no new curriculum	J. new curriculum
D. no new curriculum	H. new curriculum	

4. Do you feel a course in job getting techniques belongs in a VESL program?

A. yes	E. yes	I. yes
B. yes	F. yes	J. yes
C. yes	G. yes	
D. no	H. yes	

5. Do you have suggestions to improve the VESL content of your curriculum or method of VESL instruction to better meet the specific needs in your vocational area?

Table 8 (continued)

QUESTIONS

A. no response
B. "More VESL programs at many levels."
C. "Use audio equipment to document student's entry level and progress."
D. "...difficult to answer."
E. no response
F. "Additional instruction in areas of oral communication and reading proficiency is needed."
G. "No."
H. "Continue development of VESL materials."
I. no response
J. no response

As depicted in Table 8 above, the vocational instructors provided some direction for developing a VESL program. Regarding the minimum level of English proficiency that the vocational instructors wished to require of a LEP student, four listed S1/R1, while five listed S2/R2, with one instructor not giving a response (see Appendix F for ratings).

Following the question on enrollment level of English proficiency was the question on the minimum level of English proficiency for the student to be considered job ready as determined by the past experience of the instructors. Two decided upon S2/R2, while eight chose S3/R3.

Classroom texts were covered by the next question. Six instructors felt that there was a need for additional curriculum material to be developed, while four felt that no new curriculum material was needed because they believed that the LEP students, if enrolled at the appropriate level

of English proficiency could follow the currently used texts. One instructor added that the LEP students could understand the text if they would only try.

Job getting techniques belong in a VESL program according to nine out of ten vocational instructors. The dissenting instructor qualified the answer to indicate that job getting techniques should be in a later program just before job search.

Asking for suggestions for the improvement of VESL content or method of VESL instruction to better meet the specific needs in the instructor's vocational area, found half without responses while the remaining half provided useful suggestions. Excerpts from these suggestions are provided in Table 8. Six interviewees offered additional comments which simply served to elaborate on an answer they had given.

From the responses provided by the first questionnaire, North Orange County Community College District decided that a remedial English program concurrent with Business Skills and Machine Shop was necessary and that the VESL approach was the approach most suited to vocational training programs. The responses of the vocational instructors to the second questionnaire highlighted the importance of the students achieving the English proficiency required by the employers in their particular job area. The W.O.R.L.D. VESL Program took these comments into consideration when deciding testing for English proficiency, the

general and daily lesson plans, selection of texts, curriculum - both published and developed in-house, recruitment and referral levels of English proficiency, and evaluation techniques for VESL instructors and programs.

To meet the language needs of the students and the language requirements of the vocational area, the Ilyin STEL written and IOI oral tests were selected for use as pre-tests, progress tests and post-tests. The scores from these two examinations corresponded to levels determined in other ESL examinations, English native language speaker examinations and Foreign Service Institute ratings (see Appendix C for an equivalency chart, Appendix F for the language ratings). Specific English proficiency entry level prerequisites were set as follows:

1. Pre-VESL enrollment required a minimum score of 20 STEL Beginner and 20 IOI (high beginner).
2. Concurrent VESL Business Skills enrollment required a minimum score of 37 STEL Beginner Test and 30 or above on IOI (high intermediate).
3. Concurrent VESL Machine Shop enrollment required a minimum score of 37 STEL Beginner Test and 30 or above on IOI (high intermediate).
4. Since Industry VESL students were already employed, they were enrolled at their actual current level of English proficiency.

The textbooks selected were detailed in Chapter 3. Their major emphasis was on the vocational area and job getting techniques.

To meet the implementation requirements with regard to vocational training and language skills, the following were completed:

1. The district approval was given to the VESL program. The pre-VESL programs were included in the district catalog of classes (see Appendix I for the class description). The concurrent VESL classes were implemented to accompany the on-going Business Skills and Machine Shop classes (see Appendix I for the vocational class description).
2. A general plan of instruction was developed for each segment of the W.O.R.L.D. VESL Program (see Appendix J for the Pre-VESL Plan of Instruction, Appendix K for the Concurrent VESL Business Skills Plan of Instruction, Appendix L for the Concurrent VESL Machine Shop Plan of Instruction and Appendix M for the Industry VESL Plan of Instruction).
3. Daily lesson plans were finalized for each segment of the W.O.R.L.D. VESL plan. Samples of these lesson plans have been included in the Appendix section (see Appendix N for

samples of the Pre-VESL Daily Lesson Plan, Appendix O for samples of the Concurrent VESL Business Skills Daily Lesson Plan, Appendix P for samples of the Concurrent VESL Machine Shop Daily Lesson Plan and Appendix Q for samples of the Industry VESL Daily Lesson Plan).

4. Recruitment was begun by local assessment and recruitment centers as well as open enrollment, to enable enrollment of LEP students in the Spring of 1982 (see Appendix R for an intake form used).
5. Referrals of the LEP students by the respective program coordinators of Business Skills and Machine Shop were made to enable enrollment in the Spring of 1982 in the concurrent VESL vocational training program.

Evaluation procedures were designed to derive evaluation data from several sources. The district regularly reviewed all programs on a routine basis. The following data were collected on a continuing basis for program evaluation and decision making:

1. English proficiency performance of the enrollees was monitored by using the results from the standardized test as a pre-test, progress test and post-test. Also used to measure performance were periodic in-class practical applications and

goal-oriented activities.

2. Instructor evaluation guidelines were adopted after locating appropriate guidelines during the Research of Literature phase. These guidelines are applied according to the time line included with the guidelines (see Appendix G).
3. Supervisory evaluation guidelines were adopted after locating appropriate guidelines during the Research of Literature phase. These guidelines are applied according to the time line included with the guidelines (see Appendix H).
4. Vocational skills are regularly tested by the vocational instructors. It should be mentioned that these are criteria-based tests. The tests are administered to LEP and English proficient students alike. This equal method prevents "benevolent rip-off" which is a tendency sometimes encountered to award a good grade simply because the student tries.
5. The final vocational area competency which would indicate job readiness, was demonstrated by competency in the vocational area as determined by student's acquisition of a criteria-based certificate of completion.
6. The final proof of success was the percent of job placement. The district records maintained

> that information and success was determined as a minimum of 70 percent job placement or enrollment in continued education within 30 days after finishing the program. Therefore, the VESL enrollees had to accomplish the same percent. These statistics are continually monitored and program adjustments would automatically be made in the VESL program if a problem was noted in meeting the job placement criteria (Baccanti, 1982).

Funding for the VESL programs was arranged by district administration through various sources. These sources encompassed Adult Education funds, community college assistance, CETA and a private contract with industry to cover all their expenses.

In-service meetings have become a regular implementation planned for the start of each term of the W.O.R.L.D. VESL Programs. The program currently involves three part time VESL instructors and a full time VESL instructor/coordinator, as well as a part time VESL aide. Schedules are submitted per instructor (see Appendix Z). Although the vocational instructors keep their own attendance charts, the W.O.R.L.D. Program devised a concise attendance record used in all sections of the VESL programs (see Appendix U).

To summarize concisely the W.O.R.L.D. VESL Program the following flow chart in Table 9 clearly depicts the VESL organization implemented as a result of this project.

Chapter 5

INTERPRETATIONS, CONCLUSIONS AND RECOMMENDATIONS

The intent of this study was to focus on a plan that provided for the development, implementation and evaluation of a VESL program for community colleges. In this investigation, a study was made of identifiable problems and their suggested solutions.

The information that resulted from this study was reviewed and analyzed to provide what could be considered a model VESL program for community colleges in the United States, as well as in other countries where there are minority groups who do not speak the language of the majority. The intent of this investigation was to focus on a vocational English program that would improve the limited English speaker's vocational English proficiency level. A Vocational English-as-a-Second Language instructional program was designed, implemented and evaluated after a review of literature and in-depth study.

The implications of the development, implementation and evaluation of a model VESL program were to improve and expand the vocational education available for those adults who had limited English proficiency and wanted vocational training to prepare them for employment. These results, in accordance with the thinking of Wehrs, were

well worth the time and energy necessary to plan, develop, and implement a VESL program (Wehrs, 1980, p. 7).

Interpretation of Need for Remedial Education

It became apparent through the review of literature that there was a need for remedial education among the general population, but most certainly there was a specific need for vocational English as it related to enrollment of limited English proficient adults in vocational programs in North Orange County Community College District.

The population most in need of such remedial education was a growing immigrant and refugee population with people from a variety of language backgrounds and abilities, cultural and ethnic heritages, prior work experience and training, and educational backgrounds. Available data permitted an examination of population increases among ethnic groups in California since the late 1970's. While the overall California population increased 10 percent between 1976 and 1980, the White or "Anglo" population increased only .7 percent. The Hispanic population increased 33.3 percent and the Asian population increased 41.1 percent during the same period. The groups with the largest increases were, generally speaking, LEP groups in need of vocational training and terminology. Vocational language proficiency was a readily identifiable factor that contributed to the possibility of enrollment in vocational programs, higher education and employment.

Interpretation of Need for Research

In attempting to select the most effective remedial instructional method to achieve vocational language proficiency, it was obvious that research needed to be done in this area, especially with respect to vocational English for the LEP population. However, it was noted that few community colleges nationwide had reported their experiences, if indeed many had had experiences, with such instructional programs. Therefore, two questionnaires were developed to help ascertain instructional treatments of this problem in several educational institutions adjacent to the district in this study.

Interpretation of Need for Questionnaires

Research indicated the usefullness of questionnaires. Two questionnaires were developed based on advice gleaned from this research to obtain up-to-date information on educational treatments of the LEP speakers' vocational training and language problems.

One questionnaire was directed to educational institutions in the area adjacent to the district in the study. The second questionnaire was directed to vocational instructors. The findings of these questionnaires can be found on pages 85-90, Tables 7 and 8. The summary of these findings as applied in the North Orange County Community College District W.O.R.L.D. VESL Program will appear later in this chapter.

Interpretation of Need for VESL

The decision to utilize the VESL instructional approach to accomplish the remedial vocational English instruction was based on the research of literature and on observations derived from the results of the questionnaires. Teaching a native or foreign language for special purposes was a growing field of interest. Internationally the UNESCO ALSED-LSP Newsletter told its readers that representative of current trends in Languages for Special Purposes (LSP):

> The conception of LSP continues to be very broad; "special purposes" could mean science and technology, but also family therapy. It comprises also native language mastery (Ulijn, 1982, p. 14).

On a local level, the questionnaires served to customize the treatment of the LEP population to the problems and needs of California, in particular, to North Orange County Community College District.

Interpretation of Need for Curriculum

Research pointed out the dearth of VESL instructional material, the questionnaires backed this up. However, the literature did offer applicable suggestions for developing appropriate material and these suggestions were used. See Table 6 for an index of materials developed by the W.O.R.L.D. Program.

Interpretation of Need for Evaluation

As indicated in this summary, and as revealed in the literature, once the occupational program has been

conceived and approved, it is appropriate to put the program in operation. Implementation, as pointed out in the related literature, could be considered as the initiation of the evaluation plan (California Community Colleges Chancellor's Office, 1978, p. 7).

In fact, many authors stressed the importance of reviewing, prior to program implementation, the evaluation system established when the program was being formulated. In addition to program evaluation, teacher evaluation was also stressed. Following these recommendations, an evaluation system was included in the overall design.

Questionnaire Results Reviewed

The first questionnaire was directed at the program level and was sent to seven educational institutions adjacent to the district involved in the study. The results of the answers provided by the five responding institutions were tabulated and appear in Table 7 on pages 85-87 in Chapter 4. This information bore out the findings in related literature that there were relatively few remedial programs with vocational English linked to vocational training.

The second questionnaire was directed at the vocational instructor level and was sent to twelve instructors. The results of the answers provided by the ten responding instructors were tabulated and appear in Table 8 on pages 89 and 90 in Chapter 4. This information bore out

the findings in related literature that there was a scarcity of appropriate curriculum relating to specific vocational training areas and job getting techniques presenting the cultural aspects of the United States' "world of work."

Research Questions Reviewed

Since the purpose of this study was to develop, implement and evaluate a model VESL program for a community college district, it became necessary to find answers to four research questions. The first question posed by this study was whether there were a preferred method of teaching the job-specific English needed by adults whose native language is other than English to assist these individuals in (1) enrollment in vocational programs designed for English proficient; (2) enrollment in higher education; and (3) employment and upgrading.

Advantages of VESL frequently cited were the dual goals achieved through a vocational language approach. A program could be designed to instruct a language in steps from simple to complex while introducing vocational terminology and employment techniques at the same time. The adult learner is goal oriented and VESL seemed geared to take advantage of this.

The second research question up for review asked if such a preferred method were found, what areas of vocational training would be best suited to achieve these goals. Several things influenced the decision to incor-

porate concurrent VESL with Business Skills and Machine Shop. Both these programs were on-going vocational training programs in the district and both program coordinators had requested assistance for LEP students. Also, the vocational program questionnaire showed that VESL had been successfully incorporated into both of these areas in two adjacent educational institutions. Nationally, literature reported findings from other programs in these same vocational areas.

The third research question dealt with vocational English curriculum and asked what vocational English curriculum was available or needed to be developed in the selected vocational areas. With both literature and the questionnaires of this study indicating a need for additional VESL curriculum, development of instructional material was accomplished as an important part of the VESL program. See Table 6 for a tabulation of developed materials. Appropriate published texts and audio-visual materials in the field of language were also selected and are listed in Chapter 3. Appropriate published texts in the field of vocational training were also selected, and adapted or supplemented for use in the VESL classroom. These are listed in Chapter 3.

The fourth research concern was a question asking what method of evaluation would assure the maintaining of high standards and successful results for the students. The standard evaluation techniques of North Orange County

Community College District were assumed by the newly designed and implemented VESL program, W.O.R.L.D. In addition, standardized English proficiency tests were selected to provide entry-exit student progress statistics. A description of this test is provided in Chapter 3.

Job placement percentages were a regularly monitored evaluation guide of the district. These guidelines required the total enrollment of the vocational programs to be judged by the same percentage of positive terminations. One can see the necessity of this, however, as a side note, statistics demonstrated that minorities have had a much more difficult time in gaining employment.

The LEP population is included in the "black and other" minority category by the United States Department of Labor. In years past, minority unemployment has far exceeded the unemployment of the white population. Figure 8 shows unemployment at the start of 1981. We can assume that the large disparity between the two classifications "white" and "black and other" would continue, thus highlighting the additional problems faced by the minority groups in this study.

The figures for Orange County, the area of this study, were not as alarming as the United States figures. A June 1981 California Employment Development Department report placed unemployment among the minority groups (sum of black, other races and Spanish American) at 6.3 percent. The Orange County labor market presented the overall total

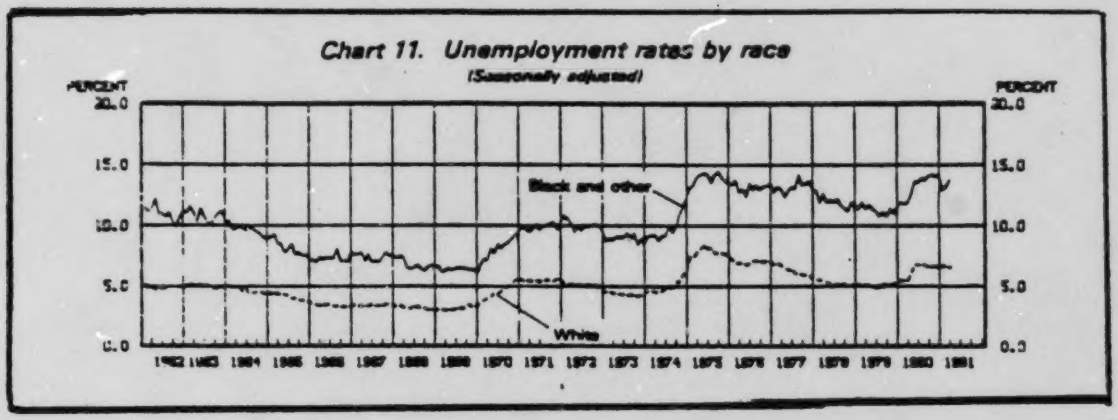

Figure 8

United States Unemployment Rates by Race

Source: United States Department of Labor. Employment and Earnings. Washington, D.C.: United States Department of Labor, April 1981, p. 15.

population unemployment figures seen in Figure 9. The comparison rates were slightly over six percent for the total population.

Conclusion

Judging from the literature, questionnaires, international conferences and interviews, there is a strong, continuing need to pursue investigation and refinement of VESL instructional methods currently employed for teaching LEP persons. The need for proper evaluation has been apparent as this study progressed. Many educational institutions, both locally and abroad, have expressed

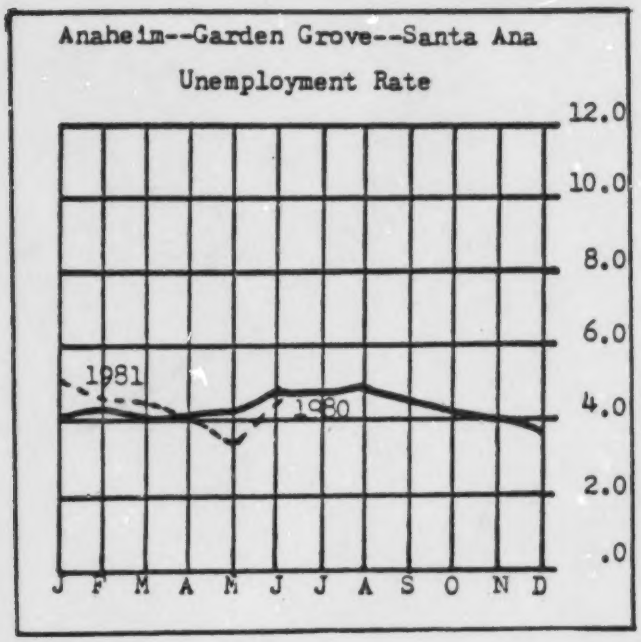

Figure 9

Anaheim-Santa Ana-Garden Grove Unemployment Rate

Source: California Employment Development Department. Orange County Labor Market Bulletin. Santa Ana: Southern California Labor Market Information Group, Second Quarter 1981, p. 1.

deep interest in this study. A follow-up study would provide additional, much requested, information.

Recommendations

A basic "working" document of any VESL program is a flow chart depicting student progression. This was provided by the chart shown in Table 9 for the W.O.R.L.D. Program. The chart can be used primarily as a check list for program efficiency and effectiveness.

Prioritization may vary from district to district but if a preferred VESL program is to be replicated a similar flow must be envisioned. Ideally, the end result will be employment.

This study was envisioned as assisting in altering courses and instruction currently offered by the district by addressing the benefits and disadvantages of educational techniques where LEP individuals were involved. The adoption of proven, up-to-date methods of instruction for those adults who have limited English proficiency and want vocational training, will improve and expand their educational opportunities. This will involve a commitment on the part of the educational institution to attempt to remedy difficulties in learning founded upon linguistic problems in need of remediation.

Continued research must be maintained in order for an implemented VESL program to avail itself of successful innovations. As part of the W.O.R.L.D. Program's continuing research, work has just been undertaken, together with a consortium of two other community college districts, to design an assessment system that more effectively places adult students into vocational and academic college programs. Special emphasis will be placed on unique needs of the non-native speakers of English seeking entry into these programs (CC/CASA, 1982).

Diffusion

This study of the development, implementation and

evaluation of a VESL program for North Orange County Community College District is only an initial exploration. It pointed to important advances in the area of language skills instruction for individuals whose native language is other than English. The adoption of the approaches with the highest potential will continue to improve and expand education for those adults who have limited English proficiency.

In an international vein, UNESCO has sponsored, and plans to continue to sponsor, international symposiums on the subject of Languages for Special Purposes (LSP). Summaries of talks on the subject of LSP that had been presented at the "3rd European Symposium on LSP" were printed in the March 1982 UNESCO ALSED-LSP Newsletter. One of these is quoted below:

> Other papers which placed heavy emphasis on lexis were: Cynthia Coad (Multicultural Education Center, Anaheim, USA: A Job Preparation Program for the Limited English Speaking Person) described research and planning stages of a special vocational programme. It included needs assessment, goal description and the administration of an English placement test. The language component with extensive occupational terminology was part of the vocational training itself (Ulijn, 1982, p. 14).

There are many international groups interested in vocational language programs for those who don't speak the language of the majority. Dissemination of the results of this study can be accomplished by presentations at international conferences such as the "8th International World Federation of Occupational Therapy Congress" planned for June 1982, where the W.O.R.L.D. Program will be explain-

ed. This presentation is scheduled for June 15, 1982, in Hamburg, Germany (Tobies, 1982). Additional "calls for papers" for both international and local groups are regularly listed in linguistic and vocational publications (The Linguistic Reporter, 1981, p. 8, 9).

On a statewide level, there is a growing interest in remedial vocational English programs. Published for the first time in 1981, the California VESL Resource Directory has statewide dissemination and plans have been initiated to include the results of this plan in an upcoming edition (Hemphill, 1981).

Another publication that appeared in 1981 for the first time was Exemplary Programs for Adults which included a section devoted to VESL programs. This author has already approached the North Orange County Community College District, W.O.R.L.D. Program Coordinator, for information to include the W.O.R.L.D. Program in their upcoming edition (Zinner, 1982).

Concluding Commentary

Local, state, national and even international language programs will be able to replicate and profit from this study. Due to interest in the vocational language approach to language acquisition expressed by international organizations such as UNESCO, abstracts will be supplied to "calls for papers" from international groups. According to a recent government report there are 16 million refugees in the world today (La Opinion,

March 8, 1981, p. II 8). The World Bank provided some insights into just who the students in future LSP and VESL classes may be when they stated that over 250 million children and 600 million adults still lack basic education (Drobnic, 1980, p. 4).

The full impact of this study of the development, implementation and evaluation of a Vocational English-as-a-Second Language program for limited English proficient adults will be realized when the mechanisms derived from this study reach fruition in North Orange County Community College District. The full benefits of this study will be realized when the recommendations of this study are adapted for implementation in other educational institutions both locally and abroad.

Although there are problems, Vocational English-as-a-Second Language should be considered more than just a passing fad. There is real promise in the prospects offered, and, of all the areas of education, it is the area of vocational training which stands to profit the most. The inclusion of VESL will not alone solve the educational problems of the LEP population, but, wisely used, can add to the value of a good vocational training program.

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APPENDIX A

Business and Financial Occupations Course Prerequisites

The program coordinator for Business and Financial Occupations has prerequisites for entrance into the program. These prerequisites are:

1. Sufficient reading comprehension to interpret written directions and various kinds of information.

2. Sufficient ability with written language to record information accurately.

3. Sufficient mastery of mathematical operations through level grade seven.

4. The ability to relate effectively to staff members.

5. Absence of neurological or physical handicaps which would impede efficient performance.

6. Health status adequate to pass a physical examination as required by Health Code Facility.

7. Assessment of occupational aptitude and English competency level will be conducted when indicated. Level of English competency will be 37 or above on the standardized Ilyin English-Second-Language Beginner STEL Test or equivalent.

APPENDIX B

Production Machine Operator Course Prerequisites

The program coordinator for Production Machine Shop has prerequisites for entrance into the program of Production Machine Operator. These prerequisites are:

1. Be in good physical condition.

2. Have no history of back or orthopedic problems, allergies to oils and solvents, or addicted to any drugs which could cause him/her to be a hazard to himself/herself and those around him/her as he/she operates power machinery.

3. Have no hernia and possess sufficient strength to lift from 10 to 50 pounds continuously for eight hours per day.

4. Have vision correctable to acuity and clarity at 20 feet or more, and 20 inches or less in both eyes.

5. Have depth perception, three dimensional vision, to be able to judge distance and space relationships so as to see objects where and as they are.

6. Have appropriate manual and finger dexterity to manipulate small objects rapidly and accurately.

7. Possess adequate comprehension that will permit the acceptance of verbal or written instructions and to make judgements and apply reason.

8. Have a mechanical aptitude for machine shop as determined by an appropriate assessment instrument.

9. Have a sixth grade math and reading ability.

10. Have the desire to work inside in an environment that is noisy and poses some hazards to the eyes and fingers because of metal chips and sharp edges.

11. Assessment of occupational aptitude and English competency level will be conducted when indicated. Level of English competency will be 37 or above on the standardized Ilyin English-Second-Language Beginner STEL Test or equivalent.

APPENDIX C

Table of Equivalency Scores, ESL

TABLE OF EQUIVALENCY SCORES* OF STUDENTS IN ADULT PROGRAM ESL[a]

	Adult ESL				College
	101[b] 50 item	101[b] 30 item	STEL[c] 50 item forms used listed below	EPT[d] 50 item forms used listed below	TOEFL[e]
In Adult	Raw scores: T = 100.	Raw scores: T = 60.	Raw scores: T = 50.	Raw scores: T = 50.	
Beginning levels			B1 or 2	A or B	
100	(0-24)		0-19 (0-38)	0-19 (0-38)	Below 350 (College nil)
200	(25-39)		20-29 (40-58)	20-29 (40-58)	
Intermediate levels					
300	(40-59)	20-29 (33-48)	30-37 (60-74) Over 37 and 11 or 2 0-29 (0-58)	30-37 (60-74)	Below 425 (College Elementary)
400	(60-74)	30-39 (50-65)	30-37 (60-74)	Over 37 and G or 11 0-19 (0-38)	
Advanced levels			Over 37 and A1 or 2		
500	(75-100)	40-60 (67-100)	0-19 (0-38)	20-29 (40-58)	Below 500 (College Intermediate
600			20-40 (40-80)	30-50 (60-100)	
End of 600 College Preparatory Completion					

Table of Equivalency Scores, ESL (continued)

Percent scores are in parentheses.

	college foreign students					native
	MTELP[f]	ELI[f] aural	ELI[f] structure	CELT[gi] listening	CELT[gi] structure	RFU[h]
In Adult	Equated scores:					Grades:
Beginning levels						
100						
200						
Intermediate levels						
300						2.9
400				(41)	(40)	3.5
Advanced levels						
500				(48)	(46)	
600	54	59	64	(53)	(56)	7.0
End of 600	64	67	76	(63)	(64)	
College Preparatory Completion	73	76	82			

Table of Equivalency Scores, ESL (continued)

*Scores are for the beginning of each semester or learning period.

[a]Median is used to show central tendencies when ranges of scores are not given.

[b]Donna Ilyin, *Ilyin Oral Interview* (Rowley, Mass.: Newbury House, 1976).

[c]Jeanette Best and Donna Ilyin, *STEL: Structure Tests, English Language* (Rowley, Mass.: Newbury House, 1976).

[d]Donna Ilyin, *EPT: English-Second-Language Placement Tests, 100-200-300, A and B* (San Francisco: San Francisco Community College District, 1971). Donna Ilyin, Jeanette Best, and Virginia Biagi, *EPT: English-Second-Language Placement Tests 400-500-600, G and H* (San Francisco: San Francisco Community College District, 1972).

[e]*TOEFL: Test of English as a Foreign Language* (Princeton: College Entrance Examination Board and Educational Testing Service).

[f]John Upshur, Leslie Palmer, and David Harris, *MTELP, Michigan Test of English Language Proficiency* (Ann Arbor: English Language Institute, 1961-1964). Paul W. Pillsbury, Randolph Thrasher, and John Upshur, *ELI English Achievement Series* (Ann Arbor: English Language Institute, 1963).

[g]David P. Harris and Leslie A. Palmer, *CELT: A Comprehensive English Language Test for Speakers of English as a Second Language* (New York: McGraw-Hill, 1971).

[h]Thelma Gwin Thurstone, *RFU: Reading for Understanding Placement Test*, Revised Edition (Chicago, Ill.: Science Research Associates, 1969).

[i]Mean used to show central tendencies.

Source: Donna Ilyin. Ilyin Oral Interview. Rowley: Newbury House Publishers, 1976, p. 6.

APPENDIX D

Questionnaire, VESL Programs

Your response to these questions would be appreciated to help plan the expansion of the VESL programs.

Vocational English-as-a-Second Language (VESL) may be defined as the instruction of English, with emphasis on job-specific vocabulary and comprehension. VESL must meet the immediate employment needs of limited English proficient populations.

Please see attached information for description of language proficiency levels. These guidelines are from the United States Department of State, Foreign Service Institute.

Person responding to questionnaire_____
Name of educational institution associated with_____
Name of VESL program (if applicable)_____
Address_____
street city zip
Phone: ( )_____

1. Does your educational institution have a VESL program?_____

If yes, please continue:
2. Approximately what is the number of students you enroll each year in your VESL program?_____

3. Do you offer pre-VESL?_____

4. What areas of vocation-specific VESL do you offer?_____
_____

5. What areas of vocational skill training and concurrent VESL do you offer at your educational institution?_____
_____

6. Does your educational institution have a minimum level of English proficiency for enrollment in your VESL programs?
_____
If so, what is this level?_____

7. Does your educational institution use a standardized English proficiency test?_____If so, what is the standardized English proficiency test used?_____

8. What do you estimate as the average length of VESL study in your program until a student is job ready?_____

9. Do your VESL programs include supportive services such as job placement help?_____If so, please elaborate:_____
_____

10. Has your program developed any original VESL materials?____
If so, please elaborate:_____

Comments:_____
_____

Note: The spacing of the questionnaire will be enlarged to normal dimensions to accommodate respondents.

APPENDIX E

Questionnaire, Vocational Instructor

Your answers to these questions would be appreciated to help make the VESL programs responsive to the needs of the vocational instructor.

Vocational English-as-a-Second Language (VESL) may be defined as the instruction of English, with emphasis on job-specific vocabulary and comprehension. VESL must meet the immediate employment needs of limited English proficient populations.

Please see attached information for description of language proficiency levels. These guidelines are from the United States Department of State, Foreign Service Institute.

Name of instructor_____
Name of vocational program_____
Name of educational institution associated with_____
Address_____
street city zip
Phone: ( )_____

1. What would you consider the minimum level of English proficiency you require of an enrolling limited English proficient student?_____

2. What would you consider the minimum level of English proficiency for the student to be considered job ready?
_____

3. Do you feel limited English proficient students can follow the classroom texts or do you see a need for new curriculum to be developed for vocational instruction of limited English proficient students?_____
_____

4. Do you feel a course in job getting techniques belongs in a VESL program?_____

5. Do you have suggestions to improve the VESL content of your curriculum or method of VESL instruction to better meet the specific needs in your vocational area?_____
_____

Comments:_____
_____
_____

Note: The spacing of the questionnaire will be enlarged to normal dimensions to accommodate respondents.

APPENDIX F

Language Proficiency Ratings

FSI
DEPARTMENT OF STATE

FOREIGN SERVICE INSTITUTE

SCHOOL OF LANGUAGE STUDIES

ABSOLUTE LANGUAGE PROFICIENCY RATINGS

The rating scales described below have been developed by the Foreign Service Institute to provide a meaningful method of characterizing the language skills of foreign service personnel of the Department of State and of other Government agencies. Unlike academic grades, which measure achievement in mastering the content of a prescribed course, the S-rating for speaking proficiency and the R-rating for reading proficiency are based on the absolute criterion of the command of an educated native speaker of the language.

The definition of each proficiency level has been worded so as to be applicable to every language; obviously the amount of time and training required to reach a certain level will vary widely from language to language, as will the specific linguistic features. Nevertheless, a person with S-3's in both French and Chinese, for example, would have approximately equal linguistic competence in the two languages.

The scales are intended to apply principally to government personnel engaged in international affairs, especially of a diplomatic, political, economic and cultural nature. For this reason heavy stress is laid at the upper levels on accuracy of structure and precision of vocabulary sufficient to be both acceptable and effective in dealings with the educated citizen of the foreign country.

As currently used, all the ratings except the S-5 and R-5 may be modified by a plus (+), indicating that proficiency substantially exceeds the minimum requirements for the level involved but falls short of those for the next higher level.

DEFINITIONS OF ABSOLUTE RATINGS

ELEMENTARY PROFICIENCY

S-1 Able to satisfy routine travel needs and minimum courtesy requirements. Can ask and answer questions on very familiar topics; within the scope of very limited language experience can understand simple questions and statements, allowing for slowed speech, repetition or paraphrase; speaking vocabulary inadequate to express anything but the most elementary needs; errors in pronunciation and grammar are frequent, but can be

understood by a native speaker used to dealing with foreigners attempting to speak the language; while topics which are "very familiar" and elementary needs vary considerably from individual to individual, any person at the S-1 level should be able to order a simple meal, ask for shelter or lodging, ask and give simple directions, make purchases, and tell time.

R-1 Can read simplest connected written material, authentic or especially prepared for testing. In a form equivalent to usual printing or typescript, can read either representations of familiar verbal exchanges or simple language containing only the highest frequency grammatical patterns and vocabulary items. Texts may include personal and place names, street signs, shop designations and office designations.

LIMITED WORKING PROFICIENCY

S-2 Able to satisfy routine social demands and limited work requirements. Can handle with confidence but not with facility most social situations including introductions and casual conversations about current events, as well as work, family, and autobiographical information; can handle limited work requirements, needing help in handling any complications or difficulties; can get the gist of most conversations on non-technical subjects (i.e. topics which require no specialized knowledge) and has a speaking vocabulary sufficient to respond simply with some circumlocutions; accent, though often quite faulty, is intelligible; can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar.

R-2 Can read simple authentic written material in a form equivalent to usual printing or typescript on subjects within a familiar context. Can read uncomplicated but authentic prose on familiar subjects such as news items describing frequently occurring events, simple biographic information, social notices, formatted business letters and simple technical material written for the general reader. The prose is predominantly in familiar sentence patterns. Test candidates may need occasional prompting on a low frequency items.

PROFESSIONAL PROFICIENCY

S-3 Able to speak the language with sufficient structural accuracy and vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics. Can discuss particular

interests and special fields of competence with reasonable ease; comprehension is quite complete for a normal rate of speech; vocabulary is broad enough that he rarely has to grope for a word; accent may be obviously foreign; control of grammar good; errors never interfere with understanding and rarely disturb the native speaker.

R-3 Able to read standard newspaper items addressed to the general reader, routine correspondence, reports and technical material in own special field. Can grasp the essentials of articles of the above types without using a dictionary; for accurate understanding moderately frequent use of a dictionary is required. Has occasional difficulty with unusually complex structures and low-frequency idioms.

DISTINGUISHED PROFICIENCY

S-4 Able to use the language fluently and accurately on all levels normally pertinent to professional needs. Can understand and participate in any conversation within the range of own personal and professional experience with a high degree of fluency and precision of vocabulary; would rarely be taken for a native speaker, but can respond appropriately even in unfamiliar situations; errors of pronunciation and grammar quite rare; can handle informal interpreting from and into the language.

R-4 Able to read all styles and forms of the language pertinent to professional needs. With occasional use of a dictionary can read moderately difficult prose readily in any area directed to the general reader, and all materials in own special field including official and professional documents and correspondence; can read reasonably legible handwriting without difficulty.

NATIVE OR BILINGUAL PROFICIENCY

S-5 Speaking proficiency equivalent to that of an educated native speaker. Has complete fluency in the language such that speech on all levels is fully accepted by educated native speakers in all of its features, including breadth of vocabulary and idiom, colloquialisms, and pertinent cultural references.

R-5 Reading proficiency equivalent to that of an educated native. Can read extremely difficult and abstract prose, as well as highly colloquial writings and the classic literary forms of the language. With varying degrees of difficulty can read all normal kinds of handwritten documents.

Inter-Agency Language Round Table
September 1979

APPENDIX G

Instructor Evaluation

The seventeen criteria for instructor evaluation are listed below. Criteria 1-9 and 16-17 can be evaluated without an in-class observation; criteria 10-15 require an in-class observation for their evaluation.

1. The instructor shall use objectives which are consistent with the official course outline. Deviations from the total course outline must be justified.

2. The instructor shall use objectives which are stated in measurable terms. That is, each objective should include an action verb that lends itself to evaluative activities.

3. The instructor shall give each student a syllabus for the course. The syllabus should include the course content by units with an approximate time schedule; schedules of assignments, labs, shop activities, and tests; attendance and grading policies; instructor's name, office number and hours, telephone number, texts; course prerequisites.

4. The instructor shall use a method of evaluation which assesses the degree to which the students have met the course objectives. That is, the evaluation activities should be directly related to the action verbs of the objectives.

5. The instructor shall evaluate the students often enough to assess their progress in achieving objectives so that teaching strategies can be adjusted if necessary.

6. The instructor shall use evaluations as a teaching tool. That is, evaluations should be reviewed with the students so that the students are informed of their progress and some method or methods should be suggested to help students remedy their deficiencies.

7. The course objectives shall be achieved by a reasonable proportion of students. Indicate what percent of the entering students are achieving the course objectives at a minimum level.

8. The instructor shall be available to tutor and counsel students. Adequate office hours shall be maintained for that purpose.

9. The instructor shall keep accurate records of students' attendance and progress and shall submit them on class cards before the deadline for each grading period.

10. The instructor shall communicate the objectives for each class session or unit to the students. The communication can be either oral or written.

11. The instructor shall use learning activities which are appropriate for achieving the objectives.

12. The instructor shall design and present instructional material in an organized, clear, and understandable manner regardless of the method of instruction used.

13. The instructor shall use learning activities that keep the students actively involved in the learning process.

14. The instructor shall be efficient in using time. The instructor shall be present during the class period, and class time is to be used to meet the objectives for that period. Classes should begin and end on time. Laboratory and shop activities should be prepared in advance. Teaching aids which are to be used should be on hand and in proper working order.

15. The instructor shall deal with the students in a professional manner.

16. The instructor shall participate in department and division work such as meetings, committees, textbook adoptions, catalog revisions, annual reports, budgets, inventories, recruiting efforts, etc.

17. The instructor shall maintain satisfactory certification status (Samuels, 1980, pp. 1, 2).

APPENDIX H

Supervisory Evaluation

Supervisory evaluation shall be based on the Instructor Evaluation criteria.

1. Procedure for Supervisory Evaluation
   The procedure for supervisory evaluation shall include an initial conference, an in-class observation and an assessment conference.

   a. Initial Conference

      The initial conference is a meeting between the supervisor and the instructor to discuss the instructor's preparation, objectives, learning activities, method of evaluation, typical results, and department and division efforts, and to determine which of these areas will be stressed during the evaluation. The supervisor shall notify the instructor of the initial conference.

      The instructor shall bring to the initial conference a sample of objectives (daily or unit), instructional and evaluation materials related to these objectives, and some documentation of typical student achievement of those objectives. During the initial conference, arrangements shall be made for an in-class observation and an assessment conference shall be scheduled. The in-class observation may be scheduled or unscheduled. If unscheduled, the visitation shall occur within thirty (30) calendar days of the initial conference.

      After the initial conference, the supervisor shall complete items 1-9 and 16-17 on the assessment form.

   b. In-Class Observation

      During the in-class observation, the supervisor must make his presence known to the instructor. Following the in-class observation, the supervisor shall complete items 10-15 on the assessment form.

   c. The Assessment Conference

      The assessment conference is a meeting between the supervisor and the instructor for review and discussion of the assessment form. This confer-

ence is to take place within ten (10) working days after the classroom visitation. Based on the information obtained from the initial conference, the in-class observation, and assessment conference, the supervisor shall complete an Action Plan for the instructor.

The first part of the Action Plan applies to all instructors because it deals with normal professional growth. The supervisor and instructor shall mutually agree upon an action plan to encourage professional growth and improve instruction. Such a plan shall be written, directly related to criteria for evaluation, and may involve members of other school resources.

The second part of the Action Plan applies to only some instructors because it deals with below-criterion performance(s). When a supervisor determines that an instructor's performance is below-criterion, the supervisor shall submit an action plan to the instructor. Such a plan shall be written and shall:

1. Identify the below-criterion performance that needs immediate improvement.
2. Identify specific strategies for the needed improvement(s).
3. Provide ample time and means for the instructor to demonstrate the needed improvement(s).

This plan shall also be directly related to the criteria for evaluation and may involve members of other school resources.

2. Frequency of Supervisory Evaluation
   Supervisory evaluation as described above shall occur once each school year for all regular faculty with at least a fifty percent (50%) teaching load. Follow-up conferences and observations may be necessary to review concerns identified in the initial conference or observation.

3. Results of Supervisory Evaluation
   The results of supervisory evaluation provide the instructor, the supervisor, and the district with an assessment of the instructor's performance. The supervisor and instructor shall each retain a copy of the evaluation results, and a copy will be put in the instructor's personnel file (Samuels, 1980, pp. 2-4).

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APPENDIX I

Class Catalog

VOCATIONAL EDUCATION
General

INDIVIDUALIZED ENGLISH (Vocational)

Enrollment limited—call phone number listed below for information regarding registration. Do not go to location first. **PREREQUISITE: MUST PASS BASIC ENGLISH TEST** (low-intermediate level will be accepted). Increase your vocabulary — learn English vocational terminology which is required in such areas as electronics, machine shop, business/clerical, and other service occupations. Includes "How to get and keep a job" skills.

045501	MTWTh	3-6 PM	Fullerton College (879-4011)	Rm. 905 C	Thuy-Le
045505	MTWTh	9-12 Noon	Trident Adult Ed. Center (635-8560)		Simmons

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PRODUCTION MACHINE OPERATOR (Lab fee)

Enrollment limited—register only in the class. **PREREQUISITE: MUST PASS AN ENGLISH COMPREHENSION TEST (Written and/or Oral) AND A WRITTEN SAFETY TEST (ENGLISH).** Program for vocational training in the operation of a variety of machine tools . . . engine lathes, drill presses, milling machines, shapers, grinders, saws, etc., as used in manufacturing. Call 879-4011 between 8 am and 4 pm daily for registration and program information.

831501	MTWTh	9 AM-4:30 PM	Fullerton College	Rm. 905	Valdivia/Staff
	F	9-12 Noon			
831502	TThF	7-10 PM	Fullerton College	Rm 905	Staff

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BUSINESS AND FINANCIAL OCCUPATIONS-Open Entry/Open Exit

Enrollment is limited—call 761-4133 for information regarding registration procedures and class schedules. **Must pass English Proficiency Test.** Designed to provide occupational training in the areas of: information processing, entry-level and advanced office occupations, bookkeeping and accounting. Includes classes in personal development/career workshop, communication skills and how to get a job.

471001	MTWTh	8 AM-3:30 PM	Cypress College	AE-9	Cumming/
	F	8-11 AM			Staff

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APPENDIX J

Pre-VESL Plan of Instruction

CLASS Pre-VESL: Job Preparation Specific/Business INSTRUCTOR _____ QUARTER Spring

Plan of Instruction

DAY & TIME	COURSE CONTENT Main Sections of Course	OBJECTIVES What Student Should Learn	EVALUATION How Learning Will Be Measured
Mon. 9-12	Complete Course of English Book 1 and 2	Grammar, Spelling, Reading Comprehension.	Textbook Examinations Textbook Exercises ESL Tests STEL and IOI
Tues. 9-12	It's Up to You English That Works Native Language Component	General Vocational English, Job Applications, Resumes, Business Letters, Interview Techniques, U.S. "world of work"	Practical Applications
Wed. 9-12	VESL Typing (In-house work) VESL Ten-Key (In-house work) Filing Personal, Business Language of Acct. in Eng.	Job-Specific English, Vocational Skill Introduction	Vocational Area Skill Test Practical Application Vocational Conversations
Thurs 9-12	Language Master Cards Complete Course of English, Tapes 1 and 2 English for a Changing World, Tapes, Workbooks	Auditory Comprehension, Pronunciation, Reinforce Previous Lessons	Conversation, Individual and Group; Workbook Exercises; Role Playing; Videotaped Role Playing

APPENDIX J (continued)

Pre-VESL Plan of Instruction

CLASS Pre-VESL: Job Specific/Machine Shop Preparation INSTRUCTOR _____ QUARTER Spring

Plan of Instruction

DAY & TIME	COURSE CONTENT Main Sections of Course	OBJECTIVES What Student Should Learn	EVALUATION How Learning Will Be Measured
Mon. 9-12	Complete Course of English Book 1 and 2	Grammar, Spelling, Reading Comprehension	Textbook Examinations Textbook Exercises ESL Tests STEL and IOI
Tues. 9-12	It's Up to You English That Works Native Language Component	General Vocational English, Job Applications, Resumes, Business Letters, Interview Techniques, U.S. "world of work"	Practical Applications
Wed. 9-12	Shop Made Easy Understanding Technical English English in Workshop Practice	Job-Specific English	Vocational Conversations
Thurs. 9-12	Language Master Cards Complete Course of English, Tapes English for a Changing World, Tapes, Workbooks	Auditory Comprehension Pronunciation, Reinforce Previous Lessons	Conversation, Individual and Group; Workbook Exercises; Role Playing; Videotaped Role Playing

APPENDIX K

Concurrent VESL General Plan of Instruction

CLASS Concurrent VESL/Business Skills INSTRUCTOR _____ QUARTER Spring

Plan of Instruction

DAY & TIME	COURSE CONTENT Main Sections of Course	OBJECTIVES What Student Should Learn	EVALUATION How Learning Will Be Measured
Mon. 10-12	Complete Course of English Book 2, 3 and 4	Grammar, Spelling, Reading Comprehension	Textbook Examinations Textbook Exercises ESL Tests STEL and IOI
Tues. 10-12	Typing 75 Basic Gregg Quick Filing Practice Accounts Payable, Receivable In-House Developed Material	Production Typing, Speed; Office Filing Systems; Accounting Accuracy; Appropriate Word Lists and Correct Usage	Vocational Class Tests and Certificates of Completion
Wed. 10-12	Language Master Cards Complete Course of English, Tapes 2, 3 and 4 English for a Changing World, Tapes, Workbooks	Auditory Comprehension, Pronunciation, Reinforce Previous Lessons	Conversation, Individual and Group; Workbook Exercises; Role Playing; Videotaped Role Playing
Thurs 10-12	Getting a Job Process Kit Native Language Component	General Vocational English, Job Applications, Resumes, Business Letters, Interview Techniques, U.S. "world of work	Practical Applications

APPENDIX L

Concurrent VESL General Plan of Instruction

CLASS Concurrent VESL/Machine Shop INSTRUCTOR _____ QUARTER Spring

Plan of Instruction

DAY & TIME	COURSE CONTENT Main Sections of Course	OBJECTIVES What Student Should Learn	EVALUATION How Learning Will Be Measured
Mon. 1-3	Complete Course of English Book 2, 3 and 4	Grammar, Spelling, Reading Comprehension	Textbook Examinations Textbook Exercises ESL Tests STEL and IOI
Tues. 1-3	Machining Fundamentals In-House Developed Material In-House Strip Teaching Material	Vocational Area Terminology and Production Machine Operation, Appropriate Word Lists and Correct Usage	Vocational Class Tests and Certificates of Completion
Wed. 1-3	Language Master Cards Complete Course of English, Tapes 2, 3 and 4 English for a Changing World, Tapes, Workbooks	Auditory Comprehension, Pronunciation, Reinforce Previous Lessons	Conversation, Individual and Group; Workbook Exercises; Role Playing; Videotaped Role Playing
Thurs 1-3	Getting A Job Process Kit Native Language Component	General Vocational English, Job Applications, Resumes, Business Letters, Interview Techniques, U.S. "world of work"	Practical Applications

APPENDIX M

Industry VESL General Plan of Instruction

CLASS Industry VESL INSTRUCTOR _____ QUARTER Spring

Plan of Instruction

DAY & TIME	COURSE CONTENT Main Sections of Course	OBJECTIVES What Student Should Learn	EVALUATION How Learning Will Be Measured
Mon. 4-6	Complete Course of English Book 1, 2, 3 and 4	Grammar, Spelling, Reading Comprehension	Textbook Examinations Textbook Exercises ESL Tests STEL and IOI
Tues. 4-6	It's Up to You English That Works Native Language Component	General Vocational English, Job Applications, Resumes, Business Letters, Interview Techniques, U.S. "world of work"	Practical Applications
Wed. 4-6	How to Work or Communicate Series In-House Developed Material	Worksite Specific English, Career Advancement Terminology	Practical Applications, Worksite Conversations
Thurs 4-6	Language Master Cards Complete Course of English, Tapes 1, 2, 3 and 4 English for a Changing World, Tapes, Workbooks	Auditory Comprehension, Pronunciation, Reinforce Previous Lessons	Conversation, Individual and Group; Workbook

APPENDIX N

Pre-VESL Daily Lesson Plan

SESSION # 17 (Monday)

TOPIC:

General English

Complete Course of English, Book 1, Lesson 5

1. Infinitives
2. Present Tense
3. Object Pronouns

OBJECTIVE:

1. Group Dialogue
2. Grammar and Usage
3. Reading and Conversation
4. Pronunciation
5. General Vocabulary

HOMEWORK ASSIGNMENT:

English for a Changing World worksheets

Book 1, pages 33 and 34

DEADLINE:

next session

HANDOUTS:

1. Explain and post today's lesson plan
2. Worksheets for homework

EVALUATION:

1. Text exercises: oral, written
2. Check homework

APPENDIX N (continued)

Pre-VESL Daily Lesson Plan

SESSION #18 (Tuesday)

TOPIC:

General Vocational English
English That Works, Book 1

OBJECTIVE:

1. Filling out forms
2. Conversation
3. Reading and writing
4. Personal Data

HOMEWORK ASSIGNMENT:

English for a Changing World worksheets
Book 1, pages 35 and 36

DEADLINE:

next session

HANDOUTS:

1. Explain and post today's lesson plan
2. Worksheets for homework
3. Application Forms

EVALUATION:

1. Text exercises: oral, written
2. Check homework
3. Check completed application forms

APPENDIX N (continued)

Pre-VESL Daily Lesson Plan

SESSION #19 (Wednesday) Business Skills Preparation

TOPIC:
Filing Personal Names, Part 2, Section 1

OBJECTIVE:
1. Filing first names
2. Filing last names

HOMEWORK ASSIGNMENT:
English for a Changing World worksheets
Book 1, pages 37 and 38

DEADLINE:
next session

HANDOUTS:
1. Explain and post today's lesson plan
2. Worksheets for homework
3. Word list

EVALUATION:
1. Text exercises: oral, written
2. Check homework

APPENDIX N (continued)

Filing Personal Names Word List

first name
given name
last name
surname
maiden name
middle name
alphabet
alphabetical order
file papers
according to
index the names
unit
part of a name
indexing order
unarranged
arranged
indexed names
separated from
comma
don't forget
at the right
at the left
correctly
incorrectly
before
after
above
below
filing cabinet
check mark

APPENDIX N (continued)

Pre-VESL Daily Lesson Plan

SESSION #19 (Wednesday) Machine Shop Preparation

TOPIC:

English in Workshop Practice, Unit 2
"Micrometer"

OBJECTIVE:

1. Contextual reference
2. Rephrasing, conversation
3. Description of a micrometer through the selection of words from alternatives.
4. Description of objects in terms of their main parts and construction
5. Re-ordering of sentences to build descriptive paragraphs
6. Definitions plus descriptions of objects
7. Passive Voice

HOMEWORK ASSIGNMENT:

English for a Changing World worksheets book 1, pages 37 and 38

DEADLINE:

next session

HANDOUTS:

1. Explain and post today's lesson plan
2. Worksheets for homework
3. Word list

EVALUATION:

1. Text exercises: oral, written
2. Check homework

APPENDIX N (continued)

Micrometer Word List

instrument
threads per inch
pitch
cylindrical
semi-circle
precision
diameter
screw thread
lock nut
anvil
barrel
attached
locked
turned
stationary nut
rotated
revolution
distance
thimble
dimensions
circle
to the end of
at the end of

circular
round
flat
curved
rectangular
conical
square
pointed ends
side
surface
end
base
top
bottom

APPENDIX N (continued)

Pre-VESL Daily Lesson Plan

SESSION #20 (Thursday)

TOPIC:

Language Laboratory
Language Master Cards: prepared
in-house developed
Complete Course of English, Tapes, Book 1
English for a Changing World, Tapes, Book 1

OBJECTIVE:

1. Conversation
2. Auditory comprehension
3. Pronunciation
4. Reinforce previous lessons

HOMEWORK ASSIGNMENT:

English for a Changing World worksheets
Book 1, pages 49 and 50

DEADLINE:

next session

HANDOUTS:

1. Explain and post today's lesson plan
2. Worksheets for homework

EVALUATION:

1. Conversation, individual and group
2. Workbook exercises
3. Role playing
4. Videotaped role playing

APPENDIX O

Concurrent VESL Business Skills Daily Lesson Plan

SESSION #17 (Monday)

TOPIC:

Complete Course of English, Book 3, Lesson 1

1. Tag endings
2. Negative questions
3. Replies

OBJECTIVE:

1. Grammar and usage
2. Reading and conversation

HOMEWORK ASSIGNMENT:

English for a Changing World worksheets
Book 3, pages 1 and 2

DEADLINE:

next session

HANDOUTS:

1. Explain and post today's lesson plan
2. Worksheets for homework

EVALUATION:

1. Text exercises: oral, written
2. Check homework

APPENDIX O (continued)

Concurrent VESL Business Skills Daily Lesson Plan

SESSION #18 (Tuesday)

TOPIC:

Typing 75 Basic, pages 9-18

OBJECTIVE:

1. "Typing" vocabulary
2. Auditory comprehension
3. Vocabulary used in correct sentences
4. Reading comprehension
5. Ability to follow directions

HOMEWORK ASSIGNMENT:

English for a Changing World worksheets
Book 3, pages 3 and 4

DEADLINE:

next session

HANDOUTS:

1. Explain and post today's lesson plan
2. Worksheets for homework
3. Word list

EVALUATION:

1. Text exercises: oral, written
2. Check homework
3. Correct usage of words in sentences

APPENDIX O (continued)

Typing Word List for Lesson 18

key
space bar
carriage, carrier
advances one space
same size, uniform
different size
every fifth space
wide
width
long
length
high
height
equal amount
crease the center
engage
slid
slide
production assignments
decide, decisions
standard 8 1/2" x 11" paper
5 x 6 = 30

1 1/2 spacing
1/4, 3/4, 1/3, 5/6, 8 9/10
place, replace
indent
standard size
off size
biweekly
weekly
daily
single spacing
double spacing
triple spacing
vertical
horizontal
mechanism

APPENDIX O (continued)

Concurrent VESL Business Skills Daily Lesson Plan

SESSION #19 (Wednesday)

TOPIC:

Language Laboratory
Language Master Cards: prepared
in-house developed
Complete Course of English, Tapes, Book 3
English for a Changing World, Tapes, Book 3

OBJECTIVE:

1. Conversation
2. Auditory comprehension
3. Pronunciation
4. Reinforce previous lessons

HOMEWORK ASSIGNMENT:

English for a Changing World worksheets
Book 3, pages 5 and 6

DEADLINE:

next session

HANDOUTS:

1. Explain and post today's lesson plan
2. Worksheets for homework

EVALUATION:

1. Conversation, individual and group
2. Workbook exercises
3. Role playing
4. Videotaped role playing

APPENDIX O (continued)

Concurrent VESL Business Skills Daily Lesson Plan

SESSION #20 (Thursday)

TOPIC:

General Vocational English
Getting a Job Process Kit, page 8

OBJECTIVE:

1. Employment Application
2. Filling out forms

HOMEWORK ASSIGNMENT:

English for a Changing World worksheets
Book 3, pages 7 and 8

DEADLINE:

next session

HANDOUTS:

1. Explain and post today's lesson plan
2. Worksheets for homework
3. Application forms

EVALUATION:

1. Text exercises: oral, written
2. Check homework
3. Check completed applications and forms

APPENDIX P

Concurrent VESL Machine Shop Daily Lesson Plan

SESSION # 17 (Monday)

TOPIC:

Complete Course of English
Book 2, Lessons 5 and 6

1. Present Perfect Tense
2. Position of Adverbs
3. Present Perfect Tense: Negative and Question

OBJECTIVE:

1. Group dialogue
2. Grammar and usage
3. Reading and conversation
4. Pronunciation
5. General vocabulary

HOMEWORK ASSIGNMENT:

English for a Changing World worksheets
Book 2, pages 17 and 18

DEADLINE:

next session

HANDOUTS:

1. Explain and post today's lesson plan
2. Worksheets for homework

EVALUATION:

1. Text exercises: oral, written
2. Check homework

APPENDIX P (continued)

Concurrent VESL Machine Shop Daily Lesson Plan

SESSION #18 (Tuesday)

TOPIC:
Machining Fundamentals, page 95
"Drilling"

OBJECTIVE:
1. "Drilling" vocabulary
2. Auditory comprehension
3. Vocabulary used in correct sentences
4. Reading comprehension
5. Ability to follow directions

HOMEWORK ASSIGNMENT:
English for a Changing World worksheets
Book 2, pages 19 and 20

DEADLINE:
next session

HANDOUTS:
1. Explain and post today's lesson plan
2. Worksheets for homework
3. Word list

EVALUATION:
1. Text exercises: oral, written
2. Check homework
3. Correct usage of words in sentences

APPENDIX P (continued)

Drilling Word List for Lesson 18

variable speed control
depth stop
power feed
feed handle
spindle
table
base
table lift crank
to crank
head locks
power-driven
cutting instrument
drilled
cutting round holes
shaved
ground
rotating
largest diameter
circular piece
drilled on center
spiral shape
drill sizes
numbers
letters
inches
fractions
metric
diameter stamped on shank
drill is worn
point
center
axis
lips
heel
lip clearance
shank: straight, tapered
self-holding
tang
slot
flutes
grooves
coolant
lubricant
margin

APPENDIX P (continued)

Concurrent VESL Machine Shop Daily Lesson Plan

SESSION #19 (Wednesday)

TOPIC:

Language Laboratory
Language Master Cards: prepared
in-house developed
Complete Course of English, Tapes, Book 2
English for a Changing World, Tapes, Book 2

OBJECTIVE:

1. Conversation
2. Auditory comprehension
3. Pronunciation
4. Reinforce previous lessons

HOMEWORK ASSIGNMENT:

English for a Changing World worksheets
Book 2, pages 21 and 22

DEADLINE:

next session

HANDOUTS:

1. Explain and post today's lesson plan
2. Worksheets for homework

EVALUATION:

1. Conversation, individual and group
2. Workbook exercises
3. Role playing
4. Videotaped role playing

APPENDIX P (continued)

Concurrent VESL Machine Shop Daily Lesson Plan

SESSION #20 (Thursday)

TOPIC:

General Vocational English
Getting a Job Process Kit, page 17

OBJECTIVE:

1. Do's and Don'ts during an interview
2. Questions to ask during the interview
3. Questions commonly asked in an interview

HOMEWORK ASSIGNMENT:

English for a Changing World worksheets
Book 2, pages 23 and 24

DEADLINE:

next session

HANDOUTS:

1. Explain and post today's lesson plan
2. Worksheets for homework
3. List of commonly asked questions in interviews

EVALUATION:

1. Text exercises: oral, written
2. Check homework
3. Interview practice
4. Videotaped interviews and critiques

APPENDIX Q

Industry VESL Daily Lesson Plan

SESSION #17 (Monday)

TOPIC:

Complete Course of English, Book 1, Lesson 5

1. Infinitives
2. Present Tense
3. Object Pronouns

OBJECTIVE:

1. Group dialogue
2. Grammar and usage
3. Reading and conversation
4. Pronunciation
5. General vocabulary

HOMEWORK ASSIGNMENT:

English for a Changing World worksheets
Book 1, pages 33 and 34

DEADLINE:

next session

HANDOUTS:

1. Explain and post today's lesson plan
2. Worksheets for homework

EVALUATION:

1. Text exercises: oral, written
2. Check homework

APPENDIX Q (continued)

Industry VESL Daily Lesson Plan

SESSION #18 (Tuesday)

TOPIC:

General Vocational English
English That Works, Book 1

OBJECTIVE:

1. Filling out forms
2. Conversation
3. Reading and writing
4. Personal data

HOMEWORK ASSIGNMENT:

English for a Changing World worksheets
Book 1, pages 35 and 36

DEADLINE:

next session

HANDOUTS:

1. Explain and post today's lesson plan
2. Worksheets for homework
3. Assorted forms, i.e., tax forms

EVALUATION:

1. Text exercises: oral, written
2. Check homework
3. Check completed assorted forms

APPENDIX Q (continued)

Industry VESL Word List for Lesson 19

Give me...
Give it to me...
Bring me...
Bring it to me...
Hurry up!
It's important.
It is...
Is it...?
There is...
There are...
Is there...?
Are there...?
I'd like...
at work
on time
in the office
to work
from home
inside the plant
outside the plant
before (time)
before (place)

time card
time clock
Pin Picker Machine
Meal Grinder Machine
Blancher
Sorter
Grader
Glue Gun
Roaster
Electronic Sorter
quality control
lift truck
control panel
safety rail
storage tank
conveyor belt
picking table
sorting belt

APPENDIX Q (continued)

Industry VESL Daily Lesson Plan

SESSION #19 (Wednesday)

TOPIC:

How to Work or Communicate Series
Common Phrases: in-house developed

OBJECTIVE:

1. Group dialogue
2. Advancement vocabulary
3. Asking questions on the job

HOMEWORK ASSIGNMENT:

English for a Changing World worksheets
Book 1, pages 37 and 38

DEADLINE:

next session

HANDOUTS:

1. Explain and post today's lesson plan
2. Worksheets for homework
3. Word list

EVALUATION:

1. Text exercises: oral, written
2. Check homework
3. Use of words from list correctly

APPENDIX Q (continued)

Industry VESL Daily Lesson Plan

SESSION #20 (Thursday)

TOPIC:

Language Laboratory
Language Master Cards: prepared
in-house developed
Complete Course of English, Tapes, Book 1
English for a Changing World, Tapes, Book 1

OBJECTIVE:

1. Conversation
2. Auditory comprehension
3. Pronunciation
4. Reinforce previous lessons

HOMEWORK ASSIGNMENT:

English for a Changing World worksheets
Book 1, pages 39 and 40

DEADLINE:

next session

HANDOUTS:

1. Explain and post today's lesson plan
2. Worksheets for homework

EVALUATION:

1. Conversation, individual and group
2. Workbook exercises
3. Role playing
4. Videotaped role playing

APPENDIX R

Employability Development Plan

Employability Development Plan

Name: _____ Initial Appt. Date/Time: _____

Address: _____ Contact Person: _____

Phone #: _____ Address: _____

Date of EDP: _____ Phone #: _____

CETA Reg. #: _____ Counselor/RPC: _____

Education/Training History

Highest Grade Completed: ___ Diploma: _____ GED: _____ College Degree: _____

Vocational Courses: _____

Skills: _____

Work History (include Volunteer Work and Military Background)

Job Title	Description/Duration	Reason for Leaving

Assessment

Occupational Interests: 1. _____

2. _____

3. _____

Diagnostic Assessment Results:

A. Abilities: Functional Reading Level_____ Functional Math Level_____

English Language Competency_____Color Discrimination_____

Comments_____

B. Physical Tolerance: Client easily tolerates: Bending___Stooping___Reaching___

Standing___(Lifting 50 lbs. or more)___

Comments_____

Employability Development Plan-Page Two

Assessment(continued)

C. Aptitude Areas (ie., Mechanical, Eye-Hand Coordination)

_____

_____

Employment Objective: _____

Barriers to Employment

Transportation_____ Child Care_____ Housing_____

Health_____ Education_____ Retraining_____

Disability_____ Language_____ Other_____

Other Agency Contacts:

Worker's Name	Organization	Phone #

Identified Employment and Training Needs(ie., services, training needed):

_____

_____

CETA Plan:

Activity	Estimated Duration

Comments_____

Release of Information:

This Employability Development Plan may be released to any CETA program that I am referred to by the _____ Recruitment Center, for the purpose of assisting me in placement in training or on a job. I further understand that this Employability Development Plan can be transmitted only by the _____ Recruitment Center and that any transmittal of this material by any other agency will require my permission.

Client's Signature: _____ Date: _____

Counselor's Signature: _____ Date: _____

APPENDIX S

Student Referral Form

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT
Adult Education
Student Referral Form

Vocational English Second Language

Student's Name _____ Class Location _____

Address _____ Instructor _____

_____

Telephone No. _____

Enrollment Date _____

Date Completed _____

STEL Score _____ Vocational Terminology
Area of Specialization

Date Given _____

_____

_____

STEL Score _____ Student's Goal _____

Date Given _____

_____

_____

Comments: _____

_____

_____

_____

_____

_____

Copies distributed to:

_____ _____
(signature of instructor)

_____

_____ _____
(telephone number)

APPENDIX T

W.O.R.L.D. VESL In-Service

WORLD VESL IN-SERVICE

People Present:

People Absent:

Agenda: 1) Reports, 2) Presentation of Plans, 3) Discussion of Plans, 4) Problems, 5) General

Notes:

Other:

APPENDIX U

Attendance and English Proficiency Test Scores

North Orange County Community College District - Adult Education Division

ATTENDANCE AND ENGLISH PROFICIENCY TEST SCORES - STEL, IOI

SCHOOL YEAR: 19___/19___

TERM: Fall Winter Spring Summer

SEMESTER: Fall Spring (Circle one)

Course No. Course Title Instructor (print)

Class Meets: (Circle) M T W Th F S Hours: From _____ To _____

Students' Names (alphabetically) Last First M.I.	Enrollment Score	End of Term Score	Attendance	Termination
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
15.				
16.				
17.				
18.				
19.				
20.				
21.				
22.				
23.				

This completed form is to be turned in at the conclusion of each term

I certify that the above information is true and correct to the best of my knowledge.

_____
Instructor's Signature

APPENDIX V

Activities, Dates, Staffing and Time Allocations

ACTIVITIES	DATES	STAFF ASSIGNMENTS	TIME ALLOCATED	
			STAFF TIME	TOTAL TIME

BIOGRAPHICAL SKETCH OF AUTHOR

Cynthia Pryor Coad graduated from the State University of Iowa in 1954 with a Bachelor of Arts degree. She became a Registered Occupational Therapist (OTR) in 1955 after passing the American Occupational Therapy Association registration examination. This training soon led to a position as Director of an Occupational Therapy Department at the State University of Iowa Hospital.

Beginning in 1974, Ms. Coad researched, designed and implemented several bilingual (Spanish-English) and Vocational English-as-a-Second Language (VESL) programs for North Orange County Community College District, Fullerton, California, where she is currently Program Coordinator of the Work Oriented and Related Learning Development Program (W.O.R.L.D.).

Her experience in the Languages for Special Purposes (LSP) area has led to conference presentations in Latin America, Israel, Australia, Denmark, Germany, Canada and the United States. Some of these presentations have been televised, published and tape recorded.

She has been an active member of the American Occupational Therapy Association, World Federation of Occupational Therapy, California Occupational Therapy Association, World Affairs Council of Los Angeles, and the California Teachers of English to Speakers of Other Languages.